

MY TYPEWRITER AND I



MERRICK • BOWN • DVORAK

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My Typewriter and I

A STUDENT TYPEWRITING MANUAL

BY

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FOREWORD

BY ALFRED L. HALL-QUEST

The appearance of *My Typewriter and I* marks the beginning of a wholly new chapter in the methodology of teaching typewriting. While the present manual is designed for the junior high school pupil, its underlying principles and clearly evident method are no less applicable to the elementary curriculum in typewriting. Based upon the Universal keyboard and effectively adapted to the unique and psychologically sound Dvorak-Dealey Simplified typewriter keyboard, the manual is lucidly self-directive with continuous motivation, carefully graded stages of learning, and an evolving integration of several subject-matter fields of the junior high school with the specific learning situations in typing. Eschewing content exclusively commercial, the manual employs meaningful material in itself educationally valuable, and thus associates a wide range of knowledge with its application before the typewriter. The pupil by means of such integration not only learns typing but acquires a fund of knowledge, fundamental and broadly cultural.

Illustrations of this fundamental and cultural content abound throughout the manual. The pupil is reminded of the "spelling demons" and may learn correct spelling while he types. Extensive spelling lists of the seventh and eighth grades, words often confused, and homonyms are given. Grammatical usage is stressed in the exercises which distinguish between such terms as *eat*, *ate*, and *eaten*; *teach* and *learn*; *don't* and *doesn't*. Distributed lists of common words are frequent. Arithmetical content is likewise employed. A striking feature of the content are the numerous selections of creative writing (poetry) by public school pupils, all these poems having high merit. The pupil learns in other exercises the origin of the names of the days of the week and names of the states, the meaning and significance of Chinese porcelain; gleans interesting information about several countries through letters and descriptions; dips into history and biography; may learn how to introduce a speaker; to play the harmonica; to make cocoa, fudge, and nut bread; to prepare club programs; to edit a school paper; to compose a school creed; to frame a constitution; and to write minutes. He is given models of book reviews and book reports. Other exercises guide him in telling a story and writing a play, practice in typing manuscripts being thus motivated. He is shown how to type a bibliography, a school time program, and an activity record. Wise counsel comes to him through guidance material. In addition to such comprehensive subject matter used in drill exercises there are delightful stories with dialogue and completion and multiple-response tests to be reacted to on the typewriter. Several exercises emphasize punctuation. Much of this integrated content is further enlivened with whimsey and humor.

The manual facilitates learning not only through content in itself educational but through an organization of directions so simple, clear, and well distributed that individual differences in perception and rate of learning are abundantly provided for. Numerous charts of the Universal keyboard and of the Simplified keyboard are accompanied by lucid explanations in the language of the pupil. Drill exercises based upon well-motivated repetition, review, and expanding application, including the two- and three-letter combinations most needed, insure thoroughness and progressive mastery. All the directions are written in chatty style. One can see and hear the authors guiding the pupil, key by key, tap by tap, into rhythms that gather speed through the ever-ascending hierarchy of skill.

Sound as is the psychology of learning here applied, the manual is far more than theory ingeniously directed into practice. The manual has been experimentally evolved in the junior high school classes of the Tacoma, Washington, public schools. Indefatigable labor was expended in tryouts and revisions. The present writer has seen the authors at work and the manual in process of revision. The method illustrated in the manual has the merits of common sense and practical experience.

The larger educational implications of this manual are easily apparent. The authors have achieved a notable course of study and a text vital with purposeful activity, economical through associated learnings, and far-reachingly practical because here typing is interpreted not only, or chiefly, as an instrument of business but as a personal and cultural skill. One of the authors, Miss Merrick, is Director of Personal Typing in the Tacoma Public Schools; the other, Mr. Bown, is Principal of the James P. Stewart Intermediate School, Tacoma, where the manual was evolved. Professor Dvorak with whom the authors collaborated specializes in educational research, child psychology, and educational measurements in the College of Education at the University of Washington, and is a coauthor of *Typewriting Behavior* and *Scientific Typewriting*.

The manual, therefore, is the outcome of long association by the authors with the method they sponsor and have found pragmatically effective. Their immediate interest in facilitating the learning of typing is an expression of a philosophy of education which views the school as an organism functioning through its several organs, or departments, all of them interdependent, each vitalized by the activities of the others, without rivalry, all co-operatively united in a dynamic program. The manual is the product not only of straight and clear thinking in the particular field of typing but of a concept which interprets the school as a purposeful whole. To the authors, learning to type is a reciprocal situation — the subject-matter content of the school provides the material and in time the typewriter will facilitate the personal and vocational application of what has thus been learned.

EDITOR'S INTRODUCTION

by FREDERICK G. NICHOLS

If typewriting is to be taught for other than its vocational objectives, in a prevocational grade, it must be greatly modified in content, and more appropriate and efficient teaching methods must be adopted. If it is retained as a part of the intermediate or junior high school curriculum, it must be justified on grounds quite different from those which originally placed it among the subjects which children thirteen to sixteen years of age pursue.

Typewriting as a *vocational subject* is losing ground in the junior high school, partly because employment in this field no longer is available to boys and girls at this early age, and partly because unsuitable traditional methods of instruction have been almost universally employed.

Typewriting when taught this early for its *personal utility* values likewise has been devoid of outcomes which justify its retention on this ground.

Typewriting when offered for *tryout* reasons has failed to demonstrate its usefulness. It is not a suitable tryout subject. Few if any tryout courses can be taught exactly as similar vocational courses are taught, but this is exactly the way this subject has been taught regardless of the alleged *tryout* aim.

The authors of *My Typewriter and I* have provided instructional material which can be used effectively with boys and girls who are not yet interested in, or in need of, vocational training. They have developed scientifically sound methods of instruction which can be relied upon to produce desired results. They have raised typewriting from the level of a purely skill subject to the level of a most important educational device. They have made it possible to justify typewriting as an educative force, while claiming for it a substantial outcome in terms of personally useful writing skill.

An early mastery of typewriting as a useful medium of expression now makes it possible greatly to accelerate the tempo of the educative process and, by using better instruction materials and methods, to reduce the time required for acquiring reasonably good typing ability. With this new method very little time is consumed in acquiring the *art of typing*, because typing ability thus becomes essentially a by-product of instruction which is centered in the education of the pupil and not in the development of a manipulative skill.

At last one may approve the teaching of typewriting to boys and girls relatively early, because in doing so (a) their education thus will be broadened, deepened, and greatly accelerated; (b) they will acquire a more efficient writing instrument which may be personally useful throughout their lives; (c) they no longer will need to devote a large amount of time to unproductive practice on meaningless combinations of letters; (d) they can begin almost at once to use the typing skill derived from their study and practice of this art; and (e) they no longer will need to be stimulated by false motivation through the vocational objective.

To get the most out of typewriting, as is pointed out by the authors of this text, the Simplified Keyboard should be used. It facilitates the work of the pupil and *lightens* the burden on the teacher. It can be had on standard and portable typewriters, and so is available for office and for personal use. In vocational life, if requested, this keyboard doubtless will be supplied by employers who are made aware of its superiority in terms of better results from energy expended and time consumed in doing typing work. If for any reason, however, this new keyboard cannot be had, no teacher or school administrator need hesitate to use this text with machines equipped with the Universal Keyboard. On any machine it is sure to produce better results.

The first reaction of teachers to the proposal that machines with the Simplified Keyboard be used for the early classes, and for later nonvocational classes, is likely to be that one who has learned to type with this new arrangement of keys is sure to have difficulty should he be required later to use the Universal Keyboard which is likely to predominate in business for some time to come. But experimentation has shown that the mastery of the older keyboard involves no great difficulty for new-keyboard typists, since operating a typewriter involves much more than learning the spatial relationships of keyboard letters.

This book and the professional book called *Typewriting Behavior* which sets forth the principles in accordance with which this text has been written are commended to all who are seeking light on the place of typewriting in our program of public education.

PREFACE

Junior high school administrators, typewriting teachers, and students will find that in several respects this manual is unlike any other published student typewriting manual. The innovations in point of view, teaching methods, text, aims, and equipment deserve more than a casual word of introduction. The writers, intimately concerned over a ten-year period with problems in junior high school teaching, administration, guidance, curricula, and typewriting research, have evolved principles and conclusions which serve as a basis for this book. These principles and conclusions are the summary of the Carnegie Foundation Study of Typewriting and are detailed in *Typewriting Behavior* by Dvorak, Merrick, Dealey, and Ford, published by the American Book Company in 1936.

The teaching of typewriting in the junior high school has been accompanied by numerous moot questions. The addition of typewriting to the junior high school curriculum has usually been justified as (1) an exploratory opportunity, (2) nonvocational skill training, and (3) vocational training of an elementary nature. Frequent failure to attain these goals satisfactorily has often discredited the teaching of typewriting in junior high school, and in many cases has led to its being discontinued.

Obviously the *exploratory value* of a subject which is not available to all students, and in which the majority of junior high school students are predoomed to mediocre performance, is subject to question. Further, if such *vocational* skill as is acquired in junior high school typing is allowed to languish for one, two, or three years before it is renewed in senior high school, as is frequently the case, its *value* as vocational preparation approximates zero. Finally, if typewriting in junior high school is taught from a high school vocational typing manual, there can be little or no integration of this training with the student's personal and cultural training. The *nonvocational values*, therefore, have vanished.

It is generally agreed that the mediocrity in junior high school pupil achievement in typewriting has been in large measure due to the student manuals available — mere abbreviations or imitations of high school and college manuals in content and method, with the emphasis on vocational specialization which does not belong at the junior high school age level. Moreover, for a long time it has been sensed that the Universal keyboard is saddled with serious and inherent limitations to easy mastery and rapid and accurate operation of the typewriter. So radical a departure from tradition as the development of an improved, scientific keyboard, however, has until a few years ago been summarily dismissed by hasty thinkers as impracticable.

An efficient, Simplified-keyboard typewriter is, nevertheless, now available, and is being used in the curricular reorganization in various schools. Developed through an analysis of the letter sequences in written English and their relation to the spatial pattern of the keyboard, to hand loads, to finger skills, and to the finger-motion sequences in typing running copy, this keyboard offers from one fourth to one half the resistance to mastery that is encountered on the Universal keyboard. Student progress on the new keyboard is twice to three times as rapid as on the old keyboard. Simplified-keyboard typewriters are now available from leading typewriter manufacturers at the same prices charged for similar models equipped with the Universal keyboard. Used typewriters can be converted to the new keyboard by changing the type on the type bars and changing the key cards on the keys.

Since innovations of teaching method and the integration of the other school subjects with typing content are not dependent on the use of the Simplified keyboard, this manual is written for both the old and new keyboards, although the results with the new keyboard always far exceed those with the old. Experience shows that it is the best economy of time, money, and effort, to permit seventh-grade students to elect typing on the new keyboard, while junior high school classes on the old keyboard probably will continue for a time, at least, to accomodate ninth-grade students.

The material is divided into six teaching and development units. The Table of Contents and the introductory statement indicate to students and teachers the content and goal of each unit. Keyboard locations are taught through the typing of sequential copy. In the first lesson the student learns the location of eight or ten keys, and is immediately set to typing short sentences using those keys. Day by day, more keys are added and mastered, and their location taught in relation to the eight *home keys*. This arrangement necessitates two versions of the first part of Unit I — one for the Universal, and one for the Simplified keyboard. Beyond page forty the copy is identical. The Simplified-keyboard version of Unit I appears as Unit IA in the Appendix of the text.

The teacher will find the numerous directions to the students a helpful guide to teaching and a real source of pupil motivation and self-direction. The provisions for weekly measurement are simple and systematic, with the primary emphasis on correct habits and useful typing. The copy is sufficiently inclusive and varied so that with little effort the teacher can meet the needs of all groups — fast and slow classes, seventh-, eighth-, and ninth-grade students, classes that meet daily for half an hour or for an hour, and those that meet triweekly.

Emphasis on evenness of stroking or rhythm is important in good teaching. A mechanical metronome or the “Type-Pacer” is recommended, to release the teacher from the drudgery of counting or beating the rhythm especially in the early months of instruction. The text is marked throughout with the Type-Pacer rates that have been found to be most effective in junior high school classes on the Simplified keyboard. However, the teacher should use those rates which best meet the needs of each particular class. Teachers using the Universal keyboard may find it necessary to reduce the recommended rates by five words per minute in the early weeks to fifteen words per minute in the later weeks.

Psychologists who have studied the acquisition of skills are generally agreed that any motion or act performed at a given fast pace becomes, psychologically, a different motion or act when it is slowed down so that it requires two or three times longer than usual to execute it. It is preferable, therefore, that a skill motion or act be learned at the pace or rate at which it will be used in functional practice, or as nearly at that rate as a due regard for technique or form will permit. In the early stages of the acquisition of a skill, *how* the student performs is much more important than *what* he produces. In the early stages of teaching typing, the primary emphasis should be on the technique of performance — “form” in the athlete’s use of the term — and not on the number of correct pages typed. Emphasis on a smooth, reasonable speed should come next. Accuracy of the typed product then follows. A slow rate, however, without due regard to stroking technique, anchors the learner to a low rate and to working techniques which being inadequate at higher rates must eventually be discarded, even though the copy produced at a slow rate is accurate. A fundamental training which results in fast, fluent stroking coupled with good technique is bound to result in accurate copy.

The authors offer as the general objectives of junior high school typing the development of:

1. Useful skills in transcribing from typed, longhand, or printed copy.
2. Ability to compose on the machine.
3. Habits of co-operation, responsibility, and success.
4. Ability to use typewriting as a method of study.
5. Greater fluency in written English and accuracy in written English usage.
6. Habits of self-criticism — editing and improving final copies.
7. Widening the learner’s range of interests.
8. Habits of applying skill in all possible home, school, and personal situations.
9. Exploration of prevocational interests and aptitudes while acquiring a useful tool for satisfying school and personal needs.

If junior high school typing is to be raised from the level of mere key stroking and copying of exercises, if it is to develop the student personally, and cause him to become a better student, a more able and thoughtful citizen, it must provide him with a useful tool for self-expression in personal, home, club, and school activities. Typewriting and English offer excellent training in and avenues for self-expression and in this manual these subjects reinforce each other for definite valuable objectives.

This book, therefore, is dedicated to the boys and girls in intermediate and junior high schools every-

where, for they deserve a modern writing tool that will respond to their feelings and thoughts and will enable them to do the best schoolwork in the shortest possible time. It will prove especially enjoyable and helpful to these students because its content includes many kinds of writing from various school subjects — stories, letters, reports, outlines, and many kinds of written expression from home, school, and club activities.

ACKNOWLEDGMENTS

My Typewriter and I is one of the products of the experimental classes in typewriting conducted at the University of Washington. Two consecutive grants from the Carnegie Corporation of New York, through the Carnegie Foundation for the Advancement of Teaching, created a teaching staff and provided basic materials for these experimental classes. The Typewriter Educational Research Bureau of New York City made a loan of forty portable typewriters. Fundamentally, no experimental classes in the teaching of typewriting can exist without teachers and equipment. It is, therefore, with gratitude that our indebtedness to the Carnegie Corporation, to the Carnegie Foundation, and to the Typewriter Educational Research Bureau is acknowledged.

A scientific arrangement for experimental classes in typewriting called for large numbers of junior high school students working under actual public school conditions. The writers sought a public school system in which prevailed the vision, the courage, and the spirit essential for undertaking scientifically an educational experiment which may result in a radical revision of present methods and materials of instruction in an established school subject. For the measure of success in carrying out this experiment the authors are indebted to the Board of Education, the teachers, the parents, and the twenty-five hundred students of the Public Schools, Tacoma, Washington, who co-operated in this typewriting study. For timely administrative assistance, encouragement, and moral support, special appreciation is due Superintendent Elmer L. Breckner and Assistant Superintendent H. F. Hunt of the Public Schools, Tacoma, Washington.

The manual is under generous obligation to the authors of the many excellent poems, and to the teachers, schools, and school papers represented. And finally, the authors wish to express their gratitude to the junior high school teachers and to the boys and girls whose inspiration and helpfulness are responsible not only for the existence of this book but for any merit it may possess.

THE AUTHORS

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PARTS OF TYPEWRITER

A number of important parts of the typewriter are listed below. Most of these may be located by referring to the alphabetic list beside the diagram of the machine you are using.

Back Space Key is used when the carriage is to be moved back one or more spaces.

Bell automatically warns of the approach of the end of the writing line. From four to seven letters may be written after the bell rings before the carriage locks.

Carriage Scale is located at the front of the carriage, or in front of the cylinder, or on the bail which runs across the cylinder. The scale shows the number of writing spaces. There are usually 10 spaces to the inch.

Carriage Release Levers are located at each end of the carriage. When either is depressed the carriage may be moved freely to right or left.

Carriage Scale Pointer indicates on the carriage scale the point on the line of writing where the next letter will be written.

Cylinder or *Platen* is the large roll around which the paper is fed.

Cylinder or *Platen Knobs* are at each end of the cylinder and are used in turning it.

Line Space and *Carriage Return Lever* is usually located at the left end of the carriage. It has two functions—line spacing and carriage return.

Line Space Regulator is usually located at the left end of the carriage and is used to regulate the distance between the lines of writing. It may be adjusted for single, double, or triple spacing.

Line of Writing Scale indicates the line of writing. It is used as a guide in adjusting the paper when making corrections or when writing on ruled lines.

Margin Release is a key or lever which makes it possible to write beyond the margins without moving the marginal stops.

Margin Stops may be on the carriage scale, one at each end; or they may be located on a scale in back of the paper table. They are set to determine the left and right ends of the writing line.

Paper Bail or *Paper Fingers* hold the paper firmly against the cylinder. They may consist of movable "fingers" or clamps, one of which is placed at each edge of the paper; or a "bail," which is a movable rod with small rubber rollers.

Paper Release Lever is located at one end of the carriage, and should be used when removing paper from the typewriter, or when straightening the paper.

Paper Side Guide is a movable metal strip back of the cylinder against which the left edge of the paper is placed.

Paper Table is in back of the cylinder and holds the paper in an upright position. On some machines it is necessary to tilt the paper table forward in order to adjust marginal or tabular stops.

Ribbon Indicator makes it possible to use upper or lower half of the ribbon or to throw off the ribbon when writing stencils.

Shift Keys are used when writing capital letters and upper case characters.

Shift Lock is used when writing in succession a number of capitals or upper case characters.

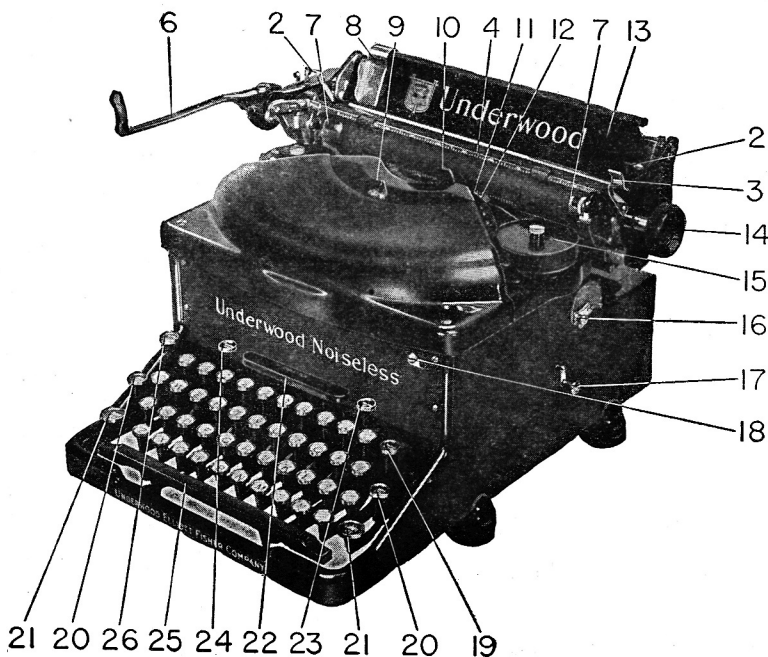
Tabulator Key or *Bar* is used to move the carriage automatically to the point where the tabulator stop has been set. When this is used, it must be depressed *and held* until the carriage has reached the desired point. Many new machines have decimal tabulator keys. On these machines the tabulator stops should be set where it is desired to have the decimal points come.

Tabulator Stops are located at the rear of the machine, mounted on a rack with a scale which corresponds with the carriage scale.

Tabulator Set Key and *Tabulator Clear Key* may, on some machines, be used to set or release automatically the tabulator stops.

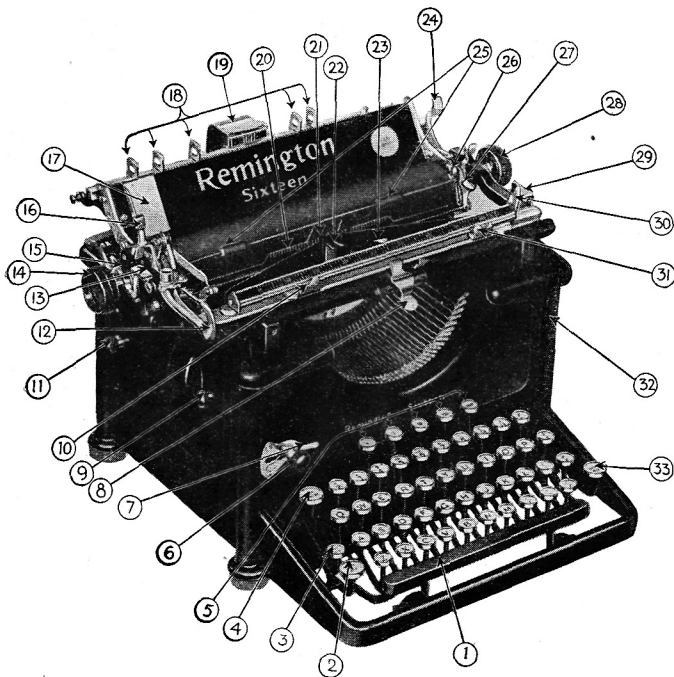
Variable Line Spacer should be used when it is desired to write on ruled lines which do not conform to the regular spacing of the machine.

NOISELESS (UNDERWOOD AND REMINGTON)



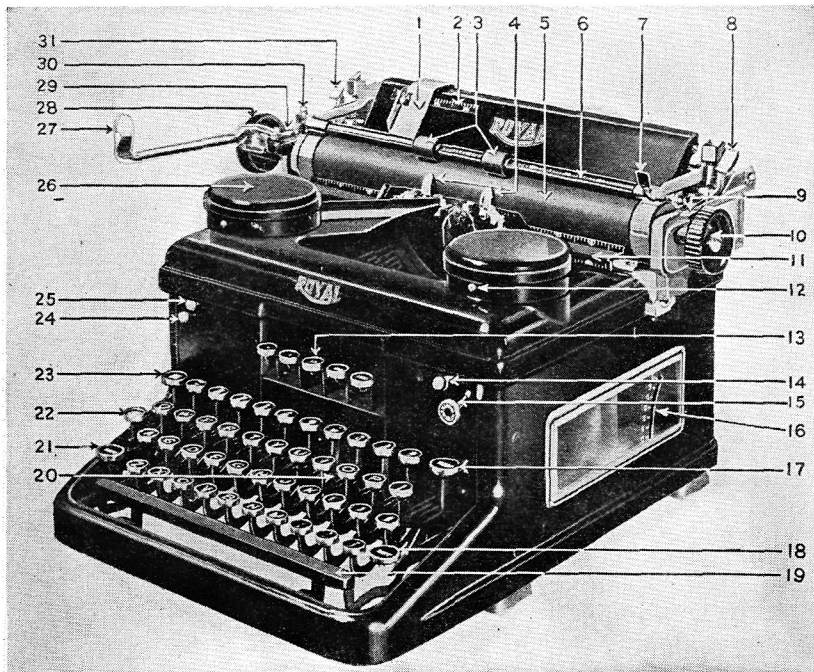
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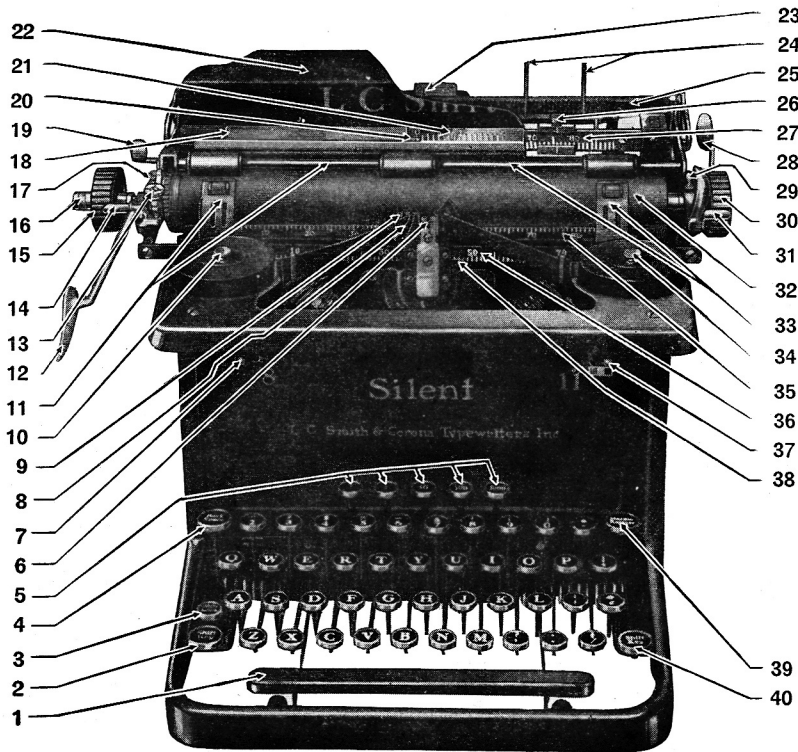
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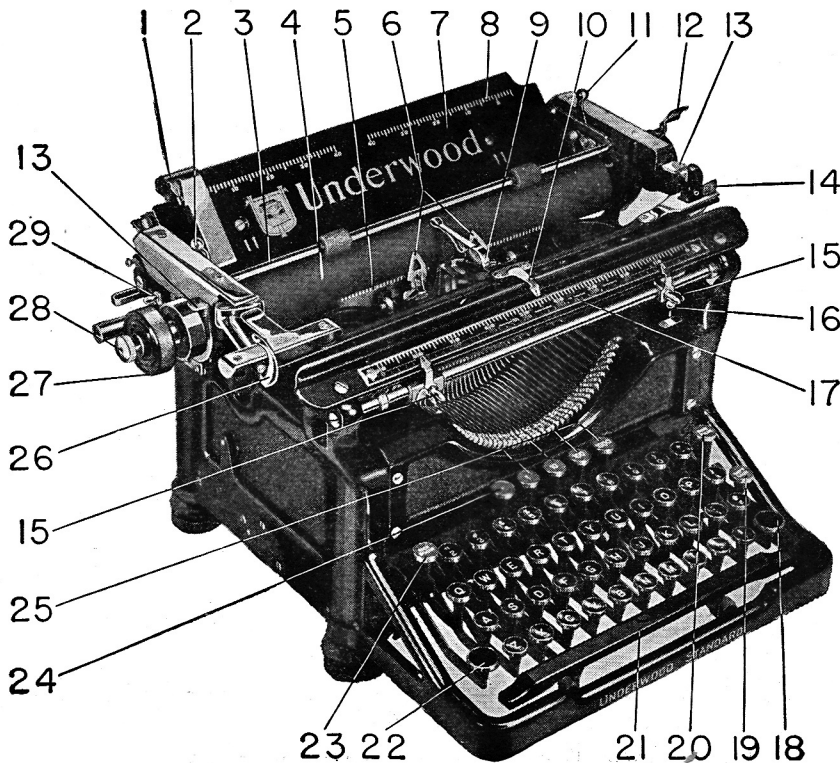
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L. C. SMITH



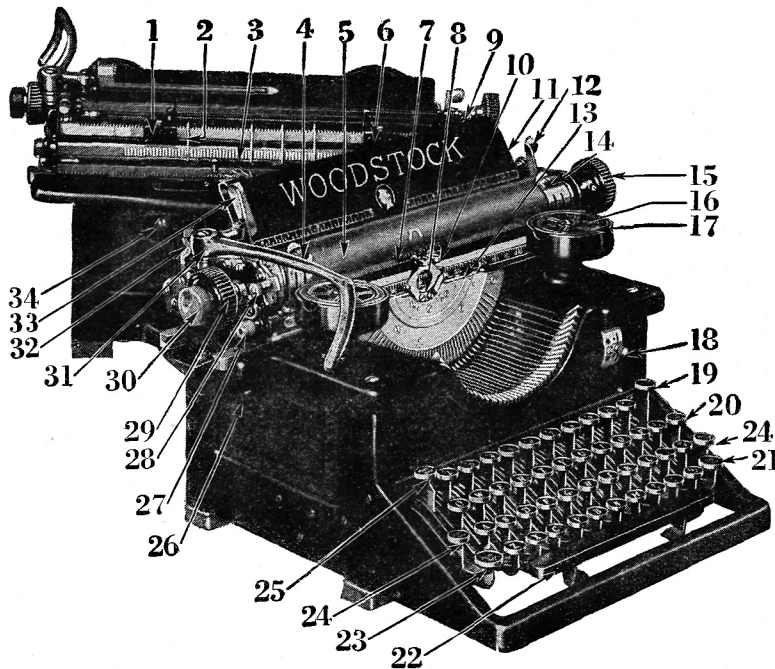
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| Paper Centering Scales..... | 8 |
| Paper Release Lever..... | 12 |
| Paper Side Guide..... | 1 |
| Paper Table..... | 7 |
| Ribbon Indicator..... | 16 |
| Shift Keys..... | 18, 22 |
| Shift Lock..... | 19 |
| Space Bar..... | 21 |
| Tabulator Keys..... | 24, 25 |
| Variable Line Spacer..... | 28 |

WOODSTOCK

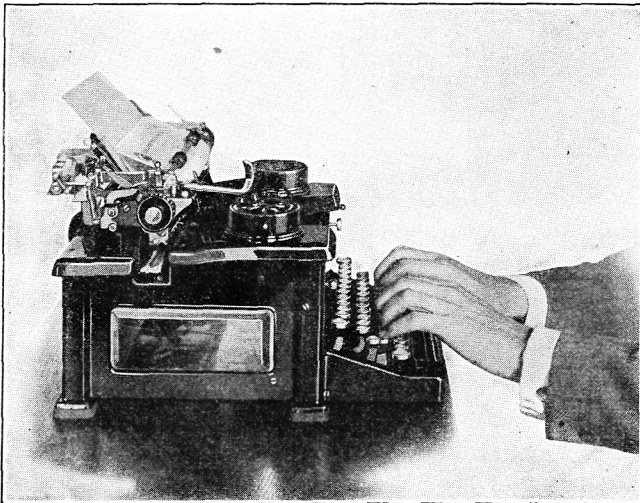


| | |
|---|--------|
| Back Space Key..... | 25 |
| Card Tension Slide..... | 13 |
| Carriage Release Levers..... | 9, 32 |
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| Cylinder..... | 5 |
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| Ribbon Indicator..... | 18 |
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| Shift Keys..... | 21, 23 |
| Shift Locks..... | 24 |
| Space Bar..... | 22 |
| Tabulator Key..... | 19 |
| Tabulator Rack..... | 3 |
| Tabulator Stop..... | 2 |
| Type Bar Guide..... | 10 |
| Variable Line Spacer..... | 30 |

PRELIMINARY SUGGESTIONS

Position at the Machine

Assume an easy position a little to the right of the center of the typewriter. Sit erect and place your feet on the floor in front of you. The slant of the arms and wrists should be the same as the slant of the rows on the keyboard.



Side View of Hand Position

Adjusting Paper Guide

- a. See that the side paper guide is at the extreme left.

- b. Use the carriage release and set the carriage so that the carriage scale pointer points to 40 on the front scale.*
- c. Move the paper clamps to the edges of the cylinder; or, if a paper bail is used, move it so that it does not press on the cylinder.
- d. Fold a sheet of paper so that the fold comes in the center from top to bottom.
- e. Insert this sheet of paper between the cylinder and the paper table.
- f. Turn the right-hand cylinder knob from you until the paper comes around the cylinder far enough to be visible in front.
- g. Adjust the paper release lever and move the paper until the crease comes exactly at the printing point.
- h. Be sure the indicator still points to 40 on the scale and the crease is directly back of the printing point. Then, bring the paper guide up to the left-hand edge of the paper and *note carefully the position of the paper guide. When writing on paper of this width, always place the guide in this position.*
- i. Never write on a creased sheet. The purpose of creasing the sheet is to ascertain the position at which the paper guide is to be placed.

* On elite type machines which print 12 instead of 10 characters to the inch the paper should be centered at 50 instead of 40.

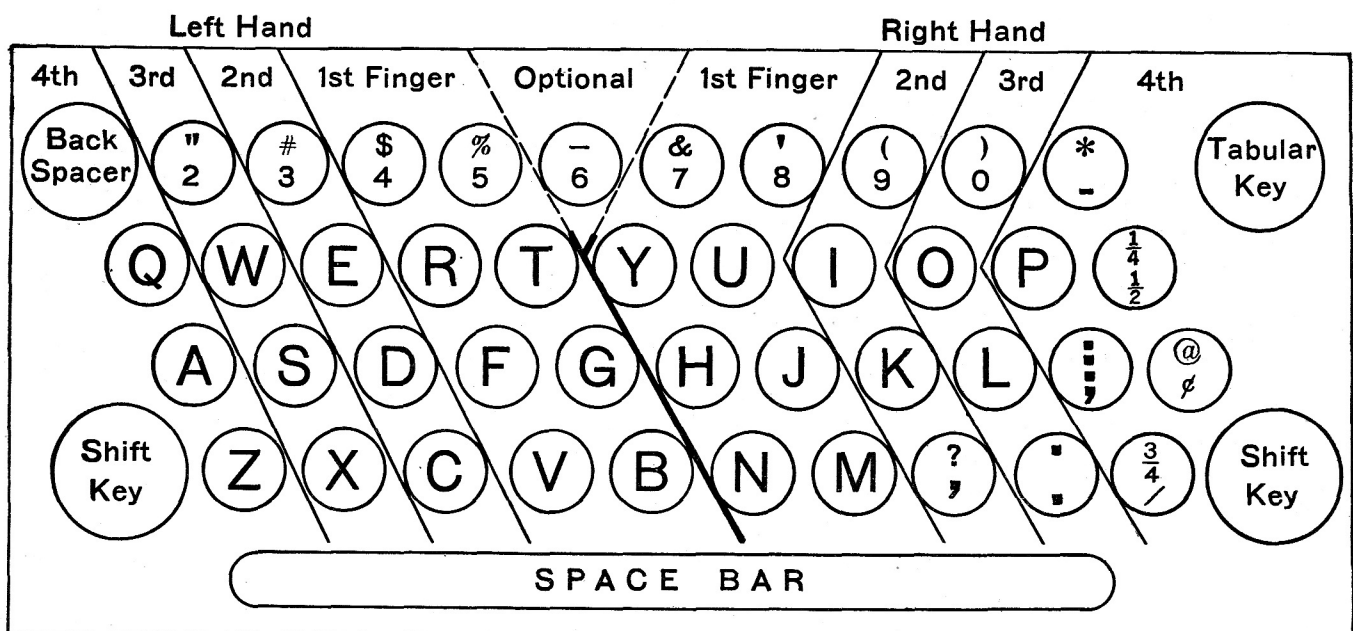
Finding Position Row

- Look at the keyboard, which consists of four rows of keys. The second row from the bottom is called the position row.
- Place the fingers on the position row on asdf jkl; with the little fingers on a and ; (semicolon). Note that two keys in the center of the row and one at the extreme right are not covered by the fingers.
- Place the thumbs directly over the space bar.
- Take the hands off the keyboard.
- Replace the hands in position.
- Try to do this without looking at the keyboard, feeling if necessary for the proper position.
- Hands off keyboard, hands on keyboard; repeat this operation several times, feeling with the fingers after the hands have been placed, to make sure the fingers are in the proper position. Do not look at the keyboard.

FINGERS ON GUIDE KEYS (asdf jkl;)



COMPLETE CHART — UNIVERSAL KEYBOARD



UNIT I



MY TYPEWRITER AND I GET ACQUAINTED

You are to be congratulated on learning to type so early in your school career — *touch* typing, of course. There will be no “hunt-and-poke” typing for progressive junior high school pupils.

This class is going to be fun, and perhaps more profitable, than any subject you now are studying.

Success is within your reach. Your teacher will guide you, of course, but the measure of your success will depend chiefly on your initiative and determination.

This book will help you learn to type. Have you read the Table of Contents and the Index? Most of the stories, poems, letters, and articles you will write have actually been composed by or suggested by junior high school students.

The purpose of your study and practice for the first four weeks is to get acquainted with the keyboard in Unit I. From the very first day you will start to build habits that later will serve you well. Use quick finger motions. Train your fingers to do what they should do.

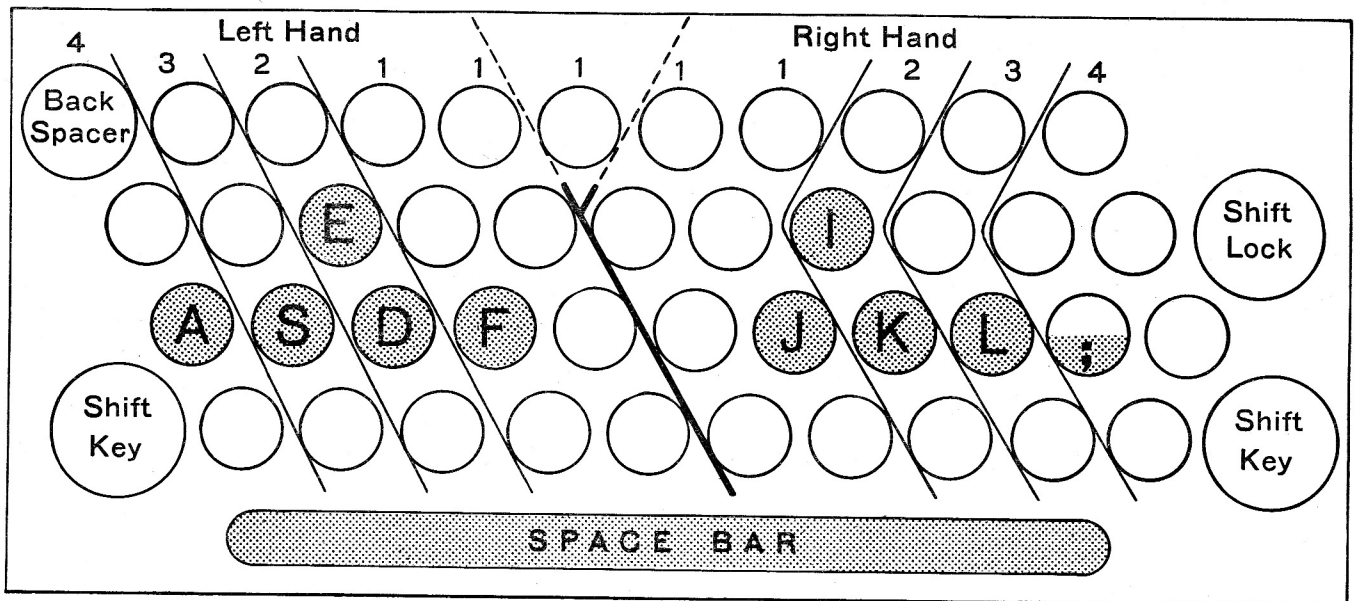
Have your mind on what you are doing. Be alert and self-reliant. Attend school every day. Keep before you the thought that you are going to be a *good* typist; start looking like one now. Get acquainted with your machine, for it will be your friend.

.....

This typewriting book makes it possible for students to learn either the Universal or the Simplified keyboard.

Students learning the Universal keyboard proceed to practice the exercises that begin on page 2 and continue to the Appendix. Students learning the Simplified keyboard turn to the Appendix for their introductory lessons; and when they have finished the exercises in the Appendix, they turn to page 41 in Unit I and continue with the exercises, which are identical for both keyboards.

CHART I



Each of your fingers has a letter to remember. Let the home-row letter tapped by each finger be its name. From now on we shall speak of the S or S's finger, or K's finger, or A's finger, etc., as shown in Chart I. Teach each one its name. Tap with a quick, light stroke. Rest all your finger tips on their home keys between strokes. Remember that D's finger reaches up to strike e and that K's finger strikes i. Write a few words by tapping on the table first.

Can you get your paper into the machine? Which hand returns the carriage when you get to the end of the line? Your right thumb hits the space bar between words. Say the letters and spaces evenly, and tap the keys lightly, without hesitating.

asdf ;lkj asdf ;lkj asdf ;lkj asdf ;lkj asdf ;lkj asdf
 asdef ;lkij asdef ;lkij asdef ;lkij asdef ;lkij asdef ;lkij
 as al ad ak af ja fa ka da la sa ls ds ld lf ks ll dl sl sk
 ff ll fl dd de ee ed ea ek ef el es le se ke de ie fe ll ss
 ki ik id il if ll is id ie ia li si ki di ei ji fi ki ai ee

dad sees a salad leaf
 a lad asks a deaf lass
 lease a desk lease all desks
 ask less fees add a safe deal
 all fall dad aids lake sales
 dad adds a lease if a sale fails

Expect each finger to remember its name. Tap when it's time to tap even if you are not quite sure which finger to use. It is much better, at first, to get a wrong letter than to hesitate.

Plan the letters and spaces as your teacher is dictating, and say them evenly to yourself when you are doing your own dictating.

a lad sells seeds

(10 rate)

feel a dead faded leaf

a deaf lad sells a false lease

dad sells a deaf lad a sled

seeds fall as a faded leaf falls

dad feels a seed dad adds a seed deal

Did you rest on your eight home keys between the e's in **feel** and **seed**? Rest also between the l's in **fall** and **sells**. Rhythm in typing means tapping on every beat without hesitating. You will be a good typist if you use rhythm in your typing. Drop your finger tips quickly and let the key go right away.

idle lads seek a salad

(10 rate)

a salad is laid aside

dad likes lilies

dad is ill

feed dad salads

dad feels life is idle

easels slide aside

life dies as lilies fade

a lad slides all dead seeds aside

daisies fill all fields as seeds fall

a salad is laid aside

idle lads like faded lilies

Isn't typing fun? You have done well to type words and sentences your first day. Tonight at home think about which is **A's** finger, **K's** finger, etc. Write some words and sentences on the table, using quick strokes and tapping very evenly. Don't forget to dictate the spaces. Keep your fingers curved.

Notice the two shift keys on your machine. The left one belongs to **A**'s finger and the right one to **;**'s finger. Have **A**'s finger hold its shift key down while you tap **K**. Then release the shift key. Practice some other capital letters. Whose shift key would you use on **S**? **E**? **I**?

Sails fill as Sis sails a safe lake
Skill aids as Sis seeks a lee isle
All sail is laid aside as a skiff slides
I asked if Sis sees a sail
Faded sails fail as idle seas slide aside
Sis feels life is ideal as skies fade

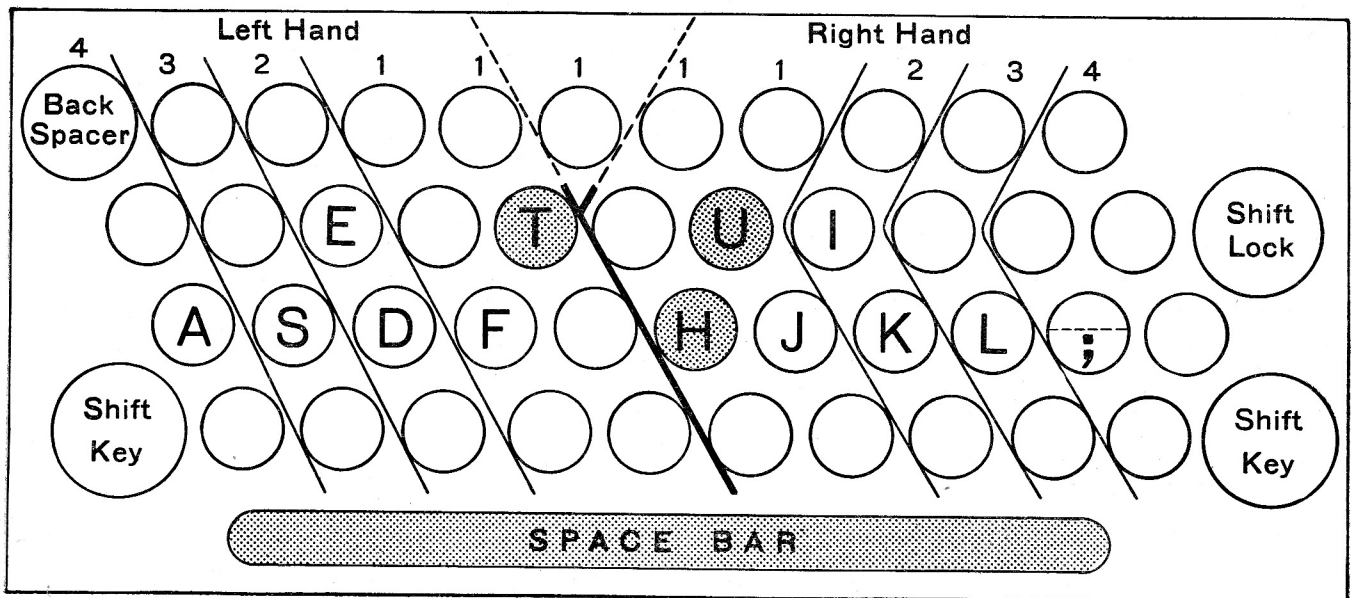
If you do not lose time in shifting for the capitals, you should be able to write this exercise at the rate of about one line a minute. Can you define **leases** and **deeds** as used in these paragraphs?

Dad is sad Deeds fill a desk
Idle leases fill a desk Dad asks less fees
Dad is deaf as Sis asks if all is ideal
Dad sells Sid a lake like Lake Alsa
A field is idle Deeds fill all desks
Dad asks less fees as sales fall
All feel less safe if Dad sells a lake lease

A Lake Alsa lease is as safe as a deed
Ella feels life is faded as daisies fail
A leaf falls as Sis aids Dad
All is ideal as Ella seeks safe skies

Were all eight of your fingers resting on their home keys between every stroke? You typed well if you tapped quickly and lightly, rested between strokes, and did not worry or hesitate. If one or two fingers didn't always remember their names, remind them now, by tapping the words lightly and evenly on the table.

CHART II



Does each of your eight fingers remember its name? Practice a few words from yesterday's lesson. F's finger is such a strong one that it reaches up for t. J's finger reaches over for h, and up to u. They tap quickly, though, and hurry right back to their home keys. Practice some new words, using your best strokes.

(10 rate)

a;sldkfj a;sldkfj a;sldkfj a;sldkfj a;sldkfj a;sldkfj

;lkijh asdeft ;lkiju asdeft ;lkijh asdeft ;lkiju

as es us is at et ut it ad ed ud id sa se su si ta te

tu ti ha he hu hi da de du di au st sh ts ht ui ue th

Ed has his ash dish at his shed His shed has a shade at

a sash Tish dashed ahead She heeds Ed Ed seeks his

ease at his shed Ted hides dishes at his shed

Sid used us as aids Sid has issued full fuel sheds

Luke said adieu as Ed dashed ahead as usual I shall sue

Ted if he uses his lease I sued Sue as she used a lease

Sid teased Sue as she dusted ashes Sis is a tease She

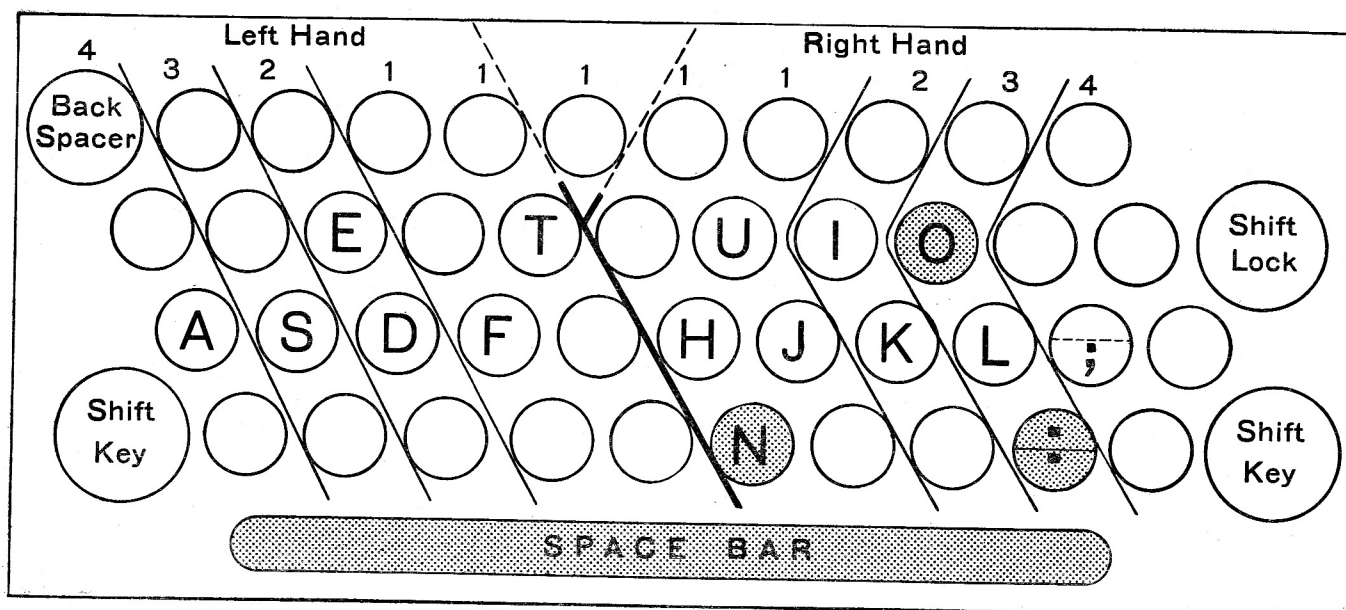
likes dates As Ed tastes the tea he sees the last

dates Ed eats dates Sis tastes the tea As Ed tastes

the tea he tells that he likes dates As she eats

Hattie teases us

CHART III



Teach L's finger that it reaches down for the period and J's that it must tap n. L's finger reaches up for o. Don't let anything happen to your rhythm. L's finger strikes o quickly and hurries right back without using up the rest time. Dictate two spaces after the period before writing the next sentence. Your machine should be set for single spacing, with the margin stops at 10 and 75.

a; slosl. dekifjftjuftjhjn a; slosl. dekifjftjuftjhjn

(10 rate)

os an on en un in ot od so na no ne

nu ni to ho do oi io oe nt ou nd ns

a. l. s. l. d. l. e. l. j. l. h. l. o. l.

Odd ideas die as old sods do. Dad sees sodas as
odd doses. Old Otto said a soda does aid Dot. So I
see a soda is added. Dad uses a hod to hoist sod.

Dan said Dean is dense as sand. Dan has an idea to send a
sedan. Dan sends it out as Dean is inside. Dan is sad
as he sees Ed inside. He sees Nan and Dan dine at nine.
The auto stands in the hot sun. The sun is too hot at noon.
Do not sit out in the hot sun at noon.

On pages 244 and 245 you will find the most-used two-letter and three-letter combinations. Practice two lines of these each day.

You won't spoil your rhythm if you take three beats for the capital letters — one to press down the shift key, one to tap the letter, and one to get back to your home keys. Be sure, also, to dictate evenly to the very end of a sentence. Lock the shift for the title of a story. Turn your paper up two lines before you begin writing. How many spaces are there after periods?

(10 rate)

THE TEST

Ann has an idea that the test is at ten. A test is due then.
No test is needed so soon. It is too hot to sit in a seat.
Nan has an idea that one test is at ten and one at nine.
She has no notes on the sheet as an aid in the test.
No one has notes to use in the test. No one has ideas.
The test is on too thin a sheet. One has to use his head.
As soon as the test is done she sends us outside.

The **way** you write matters more than **what** you write. If you trust your fingers to remember their letters, there is no need for looking away from your book. Put your name on your paper, of course. If you're not sure which fingers to use, look at the chart on page 31.

(10 rate)

Dan and Ned do not sit in the sun.
The sun shines hot on the sand at noon.
Anne has not seen the tan auto. She is sad.
No one has seen the tan auto Dan sits in.
It is not too soon to see the auto.
The sun is not as hot inside the auto as outside.

Remember that **seen** always has a helping word.

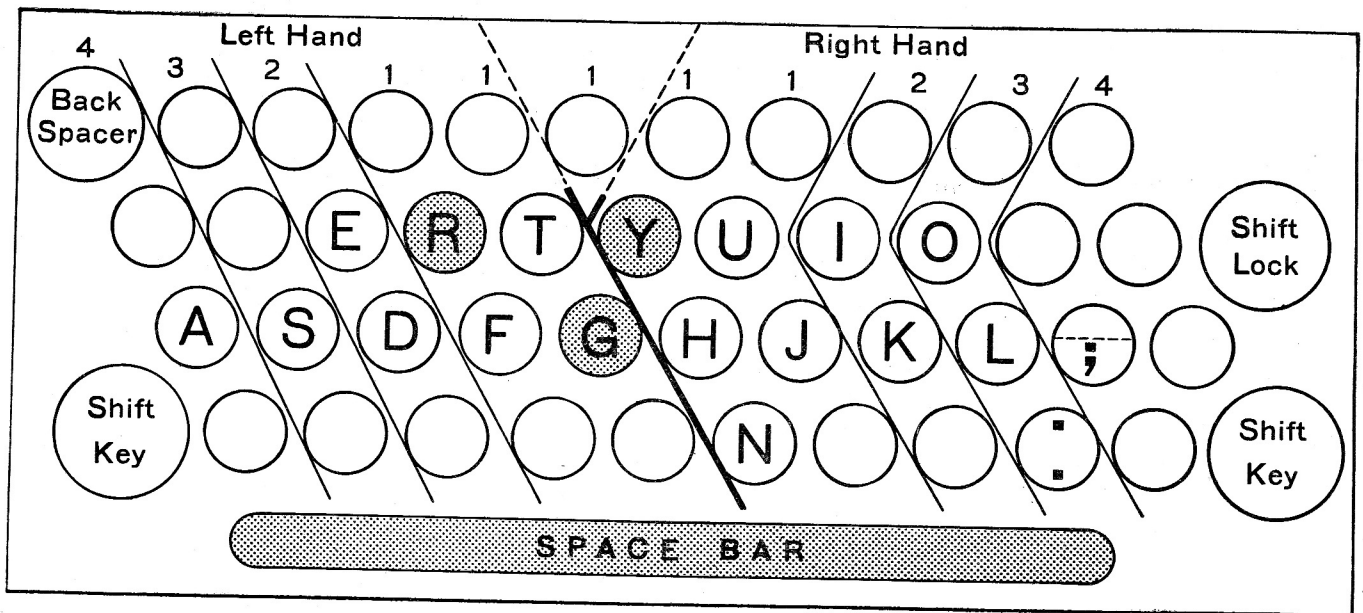
(10 rate)

WORDS TO WATCH

see, seen

He has seen an auto. He sees no tan one. She has not seen one.
No one has seen the tan one.

CHART IV



Make your strokes quickly and lightly. Do all your resting on the home row. Don't start for the upper row until it's time to tap the key; then hurry right back.

F's finger must reach up for r and J's finger for y. Strike these letters without hesitating or looking up. Your teacher will dictate words and sentences before you do your own dictating.

deki frju fgjh ftjy deki frju ftjy fgjh

(15 rate)

ag ar al ay af ug ur ul ut eg er el et ey ef og or ol ot
of ig ir il if ga ra la fa gu ru lu fu ge re le ye fe go
ro lo yo fo gi hi ri li fi gn gh ld sy rd ty ft dy dr ng

Have F's finger tap g and get back to its home key so fast that it hardly knows it has been away.

It is a good thing to sing a song. Don is going to sing again tonight. I guess it is a good thing he is going to sing again. At his age a song is a good thing. He gets his dog and gun. He is going to hunt again. As night ends he sets out to hunt eight geese. I guess he ought to see enough signs.

Practice these words as given consecutively, until you can write them smoothly and correctly.

SPELLING DEMONS

used done does instead too shoes said none

Whose finger do you send up for r? Be sure it hurries back. Watch your book when you are doing your own dictating. Can you return the carriage without moving your other hand away from its home keys?

I hear there is no store on this street. Ours is on the other street. I hear that three stores are on Tenth Street. The red store is nearest. There are no errors in the store orders. The store sent three red dresses to our door. She is sure that it is too dear. She read or heard it is third rate and turns to other stores.

J's finger can tap y firmly and quickly if it doesn't stop to poke. Whose shift key do you use for Y? Dictate **Tuesday** carefully so that you will spell it correctly. Don't spoil your rhythm on the two o's in too. Keep the rhythm.

They say that you do not need to do it today. Yet Teddy needs ten days to study. They say that Tuesday is too soon to study and Sunday is not any too soon. Stay in to study today. Sunday is too soon. It is not easy to stay and study this dandy day. They say study is a duty and yet you say it is not so easy on your eyes. One needs to aid his eyes.

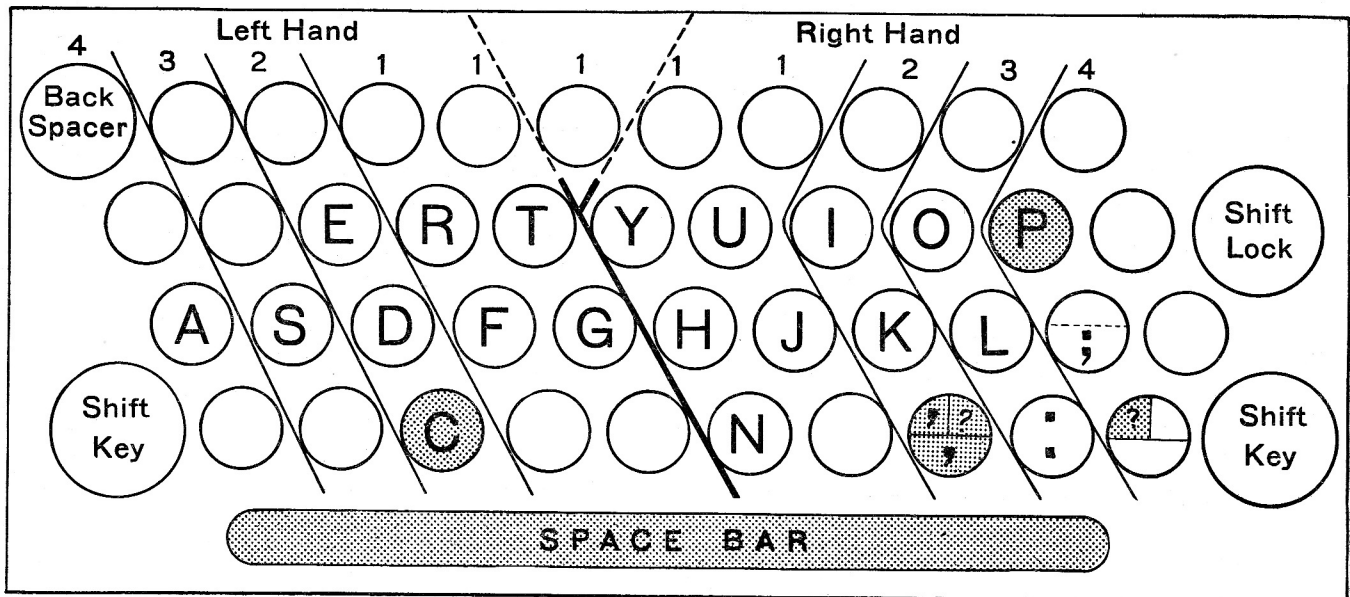
Many minutes can be saved for typing if you practice throwing the carriage, inserting the paper, and shifting for capitals. Indent five spaces for a paragraph.

RULES

You should study the rules of the road. These rules are not hard to learn and they are useful for all. A good auto is not safe unless you learn the rules of the road and then go along the road just as the rules say.

Use the letter combinations (page 244) for warming up, two lines of which your teacher may put on the board.

CHART V



From Chart V you can see that D's finger strikes c; K's finger strikes , and ?; and ;'s finger strikes p.

kik,dedckik,dedc;pkik,dedckik,dedc;p

ac ap uc up ec ep op ic ip ca pa cu

pu ce pe co po ci pl ct ch nc ph pl

Once I had ten cents. A cent is nice to touch. Cash cannot teach us to cut costs. In such a case do cut costs at once. Chance can aid a nice choice. It can teach one to count his costs too. In each such case a chance cause cannot cut costs. Hence one can cut at once and not touch a cent in cash.

Whose finger taps p? You shouldn't have to tell this to ;'s finger over and over. Open up all the finger tips freely, so that your stroke will be quick. Plan each stroke during your spare time, but do not start for the next key until it's time to tap. Listen to directions. Start and stop promptly.

Papa hopes to see the top up. He stops the auto to put it up. Pat happens to step on the top. He is not paid to do this. As soon as papa is deep in a nap Pat happens to pound in his shop and steps to the phone. In the past papa has paid Pat to stop. Pat is to paint and not pass this noisy shop.

Strike f very quickly and confidently. Trying to help with your eyes will merely delay any finger in learning its key. Whose shift key do you use on F? After striking each key get away from it quickly.

Fish food is soft. Feed the fish often if it is fun. One of the fish is fat. One of the fish has no fin. Ted feeds the fish often. He feeds the fish as soon as he finds the food. One needs to use faith if one fishes often. It is fun to sit on soft sod and fish. It is fun to feel a fish on the end or see a fin dash out fast. Fish is indeed fine food.

You will want to punctuate all your written work properly. Question marks and commas are just as important as periods. Use **one** space after a comma. There are **two** spaces between sentences, whether the first sentence ends with a period or a question mark.

On some typewriters you must use the capital shift to strike the question mark with **K's** finger; on others, **;**'s finger strikes the question mark. Learn to make the question mark with the finger that is correct for the machine you are using.

On some typewriters the comma is struck by **K's** finger without the capital shift. On others, the comma can be made by **K's** finger either with or without the shift key.

s? d? e? f? r? f? t? j? n? s; d; e; r; t; n; k, i, d,
a, e, f, r, j, u, f, t, j, y, d, c, j, n, j, h, l, o,

TELEPHONING

Is this Dan? Dan, this is Ann. No, Ann. Did you see Ted? Is Nan at the house? Then dash to the house. Is he at the house? Has he his auto? Did he tie on these odds and ends, used suits, sun hats, shoes, and side tent? Is he all ready to go at nine? Yes, I can stay at the house. I shall get a coat and hat. Do you need a coat and hat too? It is not too cold to go today.

If you have tapped evenly and lightly, you have worked well today. Aren't you glad you can write a story so soon? Be firm with any finger that doesn't remember its name, and do a little writing on the table at home again tonight.

In the next story, tap steadily without any hesitation. This week it is much better to stroke quickly even if you tap a wrong key. After you finish, pick out three words for more practice. Keep your fingers nicely curved over their home keys between strokes. Never leave the F and J keys uncovered between strokes. After striking each key let go of it quickly.

(15 rate)

PAPA SINGS

Pat is hoping that papa can sing tonight. It happened once and can happen again. I guess papa gets enough singing at the house. I guess he has enough choice though. Pat hopes he does not stop again. He has a chance to choose nice songs. In the past no one has paid papa to teach us his good songs.

Don't spoil this story by hesitating or worrying. After you have practiced it, perhaps you will find that you are tapping so steadily that you can finish it in 4 minutes. Watch your book.

(15 rate)

THE GANG HAS FUN

Fred called for his friends at four. His father said that he could go in the car. Our old car is not in good repair, though, thought Fred. He hoped none of the gang cared if the car started hard. Three can find a place to hold on and four others can push.

Be sure you are dictating two spaces after a period and one after a comma. It is better to start a new line when your book does. Don't hurry the capitals. Whose shift key do you use on P? C? Don't forget to unlock the shift after the title.

(15 rate)

SINGING SONGS

Arthur and Pat are going to sing together tonight. Don can aid in a song that has three parts. Each one hopes the choice is a good one. Choose a good piano. The rest can stop at the house at eight. It is the third red house on the street. A teacher is going to sing a recent song hit, too.

CHECK LIST NUMBER ONE

Unit I
Week 1

A habit is your usual way of doing something. Doing things the right way will help you develop useful habits. To become a good typist, you must fix right habits of work so thoroughly that they will never be lost.

GOOD TYPING HABITS

RHYTHM

1. Keep steady, even rhythm from dictation.
2. Use fast, light strokes.
3. Always rest fingers on home keys between strokes.
4. Shift evenly in three counts.
5. Let each key go at once.

CO-OPERATION

11. Start and stop with class.
12. Keep room orderly.
13. Follow directions.
14. Keep hands off machine while teacher is talking.
15. Settle down to work quietly.

POSITION

6. Keep fingers curved on home keys.
7. Sit up straight in an easy position, a little to the right of the center of the machine.

CARE OF TYPEWRITER

16. Never touch anyone else's machine.
17. Never tap without paper in the machine.
18. Center carriage and cover typewriter when leaving it.
19. Separate type bars gently if two happen to stick.
20. Never "play" with any part of machine.

WORKING EFFICIENTLY

8. Do not look away from book.
9. Return carriage without looking up or moving the resting hand.
10. Read carefully without allowing thoughts to wander.

Goal

You may count yourself very successful so far if you always use these good typing habits in your writing. The perfect score is 20.

Ways of Using List

1. The class could read through the list on Monday and decide to **use** these good habits all period every day.
2. The four most-needed habits could be listed on the board each day for special attention.
3. Your teacher, since she watches the hands of the entire class constantly from the side, can report orally or on the board which habits have been mastered by the entire class and which need special attention.

Follow-Up Work

1. Train yourself to be a responsible person.
2. Help others near you to understand the importance of getting off to a good start.
3. Set yourself a private goal each day.

A good letter drill to use at the beginning of the period is **k-i-k, j-u-j, f-r-f**, etc., including all eight of your fingers and the keys they must reach. Rest on the home row just as long as possible; then strike the upper key and dash back.

Let the little ones sit in the last seats also. At least tell all the little ones. The last one is alone and a little late. He shall sit still in his seat until ten at least. I shall hold those ideal hotel lots at least until all land is sold at the line. Late sales still total less than one old deal alone. I had to let the last lots sell at a loss.

The finger tips in the hand you're using curl under as you tap a bottom-row key quickly and come right back. Keep your rhythm even. Plan each stroke while resting on the home row. Which shift key do you use on J?

John has to join Joe at the seaside. Jan is to join John and Joe in June just as soon as Jessie is not needed in Indiana. Janet has a tan auto and Jessie joins in its joint use. John had to use a tan and jet auto. He joined Jane in its joint use. He just used it in June on a jaunt to Ohio. Jane needs it too. To adjust this is indeed a jest.

Check your position before you start to type. The center of the body should be directly in front of l.

Kit is keen on kites and kodaks. He took his kite and his kodak on a hike to Kent. He tied his kite to a stake and hooked his kodak to an oak. Kit did not see his kite set out to the skies. Kate uses desk ink to send a note to Kansas kin. She thanks her kind host. Kit has a kodak on his knee and Kate asks to use it as she takes us out on her keen skates and skis.

Practice the two-letter and three-letter combinations (page 244) in perfect rhythm.

Whose finger do you send up to tap u, e, y, o, r, i, t, p? Whose shift key do you use on U? R?
I? Have you formed the good working habits listed on page 13?

(15 rate)

LITTLE RED CARS

I shall tell Glen and Carl that all the stores still sell red cars that one can pull or push. Please do not lose the chance to get three little ones. All the old ones are lots larger and are not still on sale. Caroline needs a little one, too, since it costs less than the old. Girls lose things.

Here are 28 more words that good typists must learn to write correctly. It would be well to practice them several times at the beginning of every class period. Be sure you are pronouncing each word correctly. Dictate evenly.

(15 rate)

SPELLING DEMONS

their separate hear though here through raise ache
heard once since sure read sugar hour dear guess enough piece
doctor again cough tonight tear choose tired there straight

If you can trust your eight fingers to remember their names and the letters they must reach, you have accomplished a lot. Isn't it fun to type stories? Use very quick strokes for g and h in this story. Rest between strokes.

(15 rate)

ADDITION

Dannie and I did not finish our daily addition lesson until the third period. In this lesson, addition of fractions is hard for us. It is hard to add right if you do not dig in and study hard. I intend to listen and study until I get good grades in addition. Dad said I could do it if I tried hard enough.

This is a good story to write steadily for 5 minutes without stopping or missing a beat. Keep your rhythm. Your teacher will move the rate up to 20 on this story if you are working well. Get the title as near the center of the page as you can, leave 2 lines below, then indent 5 spaces.

THE TIDE

(15 rate)

Ned and Dan sat on the sand. The sun shone on the sand. It is hot on the sand. Donnie did not sit on the sand. He used a stone instead. He is not used to the sea. Donnie had hidden his hat in the sand and his shoes too. He had done this at noon. He did not note the tide. Ned shouted to Donnie. He said that the sea had soused the hat and the shoes. It does not do to hide hats and shoes in the sand.

Don't let slow stroking or looking away from your book hinder you from becoming a good typist. Spin the knob when you put in the paper. Use the paper release when you take it out.

Three little words that are apt to play tricks on careless people are: **eat, ate, and eaten.** Keep **eaten** in its proper place by giving it a helper every time. **Ate** refers to past time and is always used alone. Watch their use. Can you finish about four lines in 4 minutes?

WORDS TO WATCH

(15 rate)

eat, ate, eaten

Last Saturday Harry and Arthur spent the day at South Playfield. They hurried so fast to get started that they forgot to eat lunch. After playing tennis for three hours they felt so hungry they thought they could eat anything. They each spent ten cents for peanuts and popcorn. As they ate they strolled past the elephant house. Arthur fed part of his peanuts to the elephant. Peanuts are soon eaten if an elephant has a share.

* * * * *
* TIMOTHY TYPIST SAYS *
* If you shift in waltz time, your capitals *
* won't be up in the air. *
* * * * *

List the names of your teachers and the subjects you are studying. Learn to spell and type them as soon as you can. Each one has a capital letter, of course. **Miss** has no period after it.

This is a good heading to use this week and next. Begin it at 50 on the scale (unless your name is extremely long). Learn to spell your name and **Typing** correctly. Don't forget the capitals. You should finish the first four lines of this story in 4 minutes and the rest in 3 minutes more.

Your Name
Tuesday

TYPING

All the children in our school are learning touch typing. It is a great deal of fun. Our fingers learn to hit the right letters. Typing class for our grade is second period. Other typing classes are first, third, fourth, and fifth periods. As soon as each one learns to use his fingers correctly, our teachers can let us type our English lessons, and later our Geography and Literature. Typing is as useful as anything I can learn and lots of fun.

Have all fingers stroke quickly in this story, without losing their places. Lock the shift for the name of the boat. You should be able to lock it and unlock it without looking. You'll finish the story in 7 minutes if you tap on every beat.

THE SAUCY SALLY

Stanley Stacy has a sailing sloop that he calls the SAUCY SALLY. He sails it all day Saturday and Sunday afternoons on the south side of the Sound. It has tall and slender spruce spars. It also has sails fashioned for speed. Stiff gusts of air send the SAUCY SALLY scudding across the Sound. Stanley says that sailing a sloop like his is not easy. Sails are set just right, and all ropes and lines kept securely tied. The sheet and the tiller need careful setting.

Concentration and **Self-control** are big words, but they mean a lot to successful typists. **Concentration** means the ability to keep your mind on what you're doing, to plan each letter, and space one after another. **Self-control** means the ability to take charge of your fingers, teach them their letters, and make them do what you want them to do.

RHYTHM LINE

It is harder to do the things that are right than to learn
the things that are right to do.

Here are more useful words. Can you pronounce, spell, and use correctly all 49 you have had so far? Type them every day and at home on the table.

SPELLING DEMONS

(15 rate)

color lose Tuesday they truly friend often easy loose
any country ready forty

At the beginning of each class period write from dictation: **f-r-f-t, j-u-j-y, l-o-l-o**, etc. Wouldn't you have enjoyed this airplane trip? Better practice some words before and after you write the story. Write smoothly and easily, without any worry.

AIRPLANES

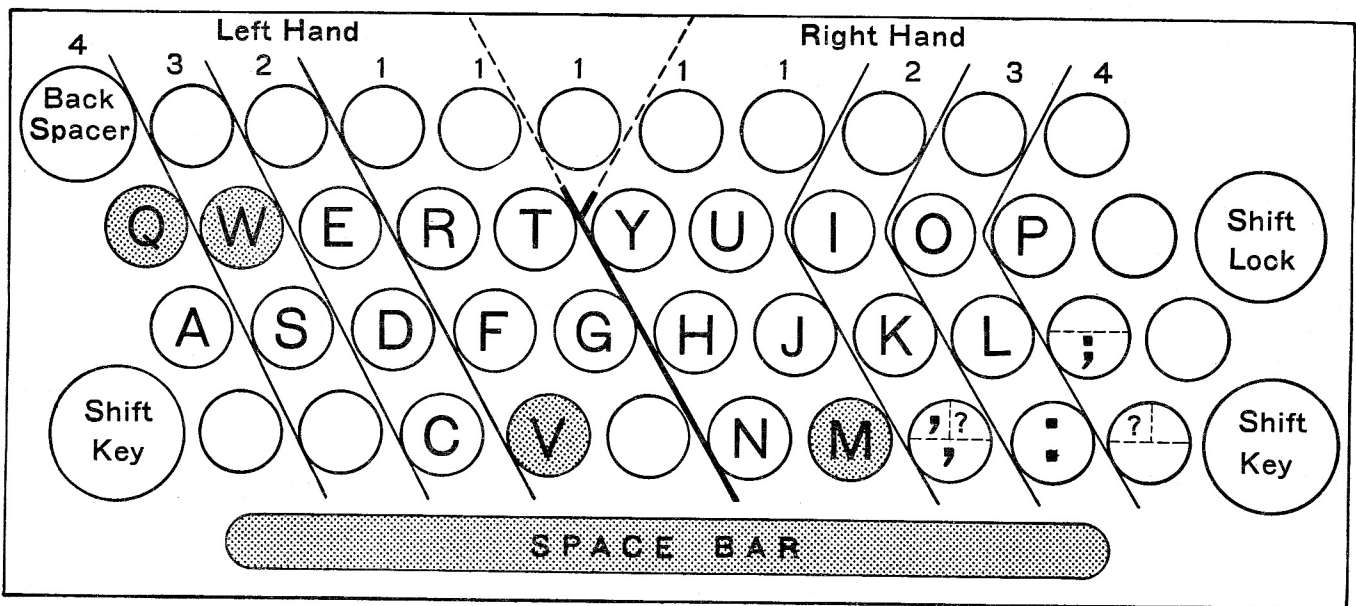
(15 rate)

Suppose one goes on a trip in a hurry. Should one go in a train or a car, or in an airplane? The airplane, of course. It goes a lot faster. Ralph and Donald told the class of a ride to Chicago they had in an airplane. They left Seattle at eight and got to Chicago in only fourteen hours. Ralph said he had had no such thrill on any other trip. One thing especially pleased Donald. They had lunch and dinner in the airplane. Passengers use airplanes today if they desire speed.

Take a lot of pride in being ready to write when the rest of the class is ready. You never rattle your machine, of course, when your teacher is talking.

It is very important to keep proper rhythm. Your teacher will know how many lines you should finish in the time she gives you.

CHART VI



S's finger strokes w quickly and comes right back. Don't look up or hesitate while you write these sentences. Whose shift key do you use for W?

aw ew ow wa we wo wi sw wh tw wn wu dw awa swa whe who swi twi (15 rate)

The West was white with snow when we went downtown with Dad
to see a show. We wanted to wait to see two shows. One was
a new show and had news in it. We saw two shows and the news.
Iowa was white with snow when we two went downtown and saw
the show. A wide waste in the West with wind and dust was shown.

If you think you have used the wrong finger or struck a wrong letter, don't worry or stop. Whose finger taps m? Curl the little fingers under on that hand. Whose shift key is used for M?

am um om ma mu me mo mi sm ms im em mew mom mow moo memo

I am ashamed to admit that ten minutes made Matt and Tom
miss the team. It has seemed to me that Tom must mind that
his name is not on the team. At home Mamma said Matt does not
mind this time as he is to meet them in Montana.

Smith is his name. He is on some Maine team. I am to meet
him and Miss Smith. I may see Miss Smith some time this
month. It must seem odd to them to see me in Montana.

Have **F's** finger tap **v** confidently without any help from your eyes. Whose shift key is used on **V**? Let go of every key at once.

(15 rate)

frfvjujm frfvjujm av ev ov iv uv va ve vo vi vu eva ave ive ove uve

Eva and Van have invited Dave to visit in Nevada. I do not have to advise Dave to avoid the visit. Eva and Van have even invited Dave to visit Dot at seven. It is as hot as a vast oven. I advised Eva in vain to avoid an auto visit via seven states. This event in Nevada is so vivid that Eva votes to have this visit in the South.

A's finger reaches up for q. Be sure not to start for a key until it's time to tap. Be ready, though. The letter q is followed only by u.

(15 rate)

aq qu eq qu iq qu oq qu squ iqu aqu equ oqu

Ned is quiet as he sees the test questions. He quits as soon as the sun is quite hot. Ida is not quiet and she does not quit the test. Anne has a question. Don has no questions. She has questions and unique ideas to quote to us. So she is quite the queen in this quiet set. She sends us on this and that quaint quest. One hates to quit a quota that one sets.

We teach others; we learn from them. Don't miss any beats.

(15 rate)

WORDS TO WATCH

teach, learn

Did you ever try to teach a dog tricks? A dog learns easily, if you use patience in teaching him. One of the easiest tricks to teach a dog is how to play dead. After you teach him to do that he can learn to walk on his hind legs. Many dogs learn to jump through hoops and go up a ladder.

Dictate these words carefully while your fingers are learning them as whole words. Take pride in spelling them correctly in all your writing. When you start over, do not throw the carriage after week.

SPELLING DEMONS

(15 rate)

early could hoarse half says laid which grammar write many writing
wrote meant some always coming where women seems among two whole
minute much week

If you read and dictate evenly and steadily, your writing will be good. Looking up from your book wastes time and disturbs you.

NOISY PLAY

(20 rate)

Richard and Dan raced here and there through the house. Their feet raised a clatter that we could hear up the stairs. Their little sister had slept soundly since noon. She could hear the noise and cried out loud. Richard and Dan then had to play in separate places. Their sister could not go to sleep again for an hour.

This is the first of many exciting adventures. Don't copy **To be continued**. Don't neglect your word drill. Keep up the rhythm even when your teacher isn't dictating. You should finish at least four lines in 4 minutes.

A CAMPING TRIP

(15 rate)

Mack, King, and Mickey decided to hike from their home to a camp on Monkey Creek. They asked Mother to pack some lunch for them. Milk, doughnuts, and cake make a good snack on the trail. After they reached the creek they made a camp. They cooked a small steak and half of a chicken for their dinner. They did not make the mistake of eating mushrooms, as some kinds make one sick. At dusk, after they had completed their camp among the trees, they lay on a mattress of dry grass to sleep.

(To be continued)

Review the Spelling Demons on pages 8, 15, 18, and 21 before you write this story. Keep your dictating even on all the words, especially on those that are hard to spell.

(15-20 rate)

GREEDY TED

The doctor is calling at our house tonight. All of us had apple pie for dessert. Teddy ate a second piece, then a third. One piece of pie is a good dessert. Three pieces can cause an ache that is as painful as a hoarse cough. Father called the doctor, and Teddy cannot run or play around again tonight. Do you suppose that he is apt to eat so greedily again? Play and eat carefully, and the doctor need not call.

Train your fingers to jump for t and h in the following story. Double space between paragraphs and indent.

(15-20 rate)

CROSSING STREETS

Helen and Harry halted as they started to cross Harding Street to let three huge auto trailers pass. The autos dashed along at a high rate. Their Aunt Hattie had told Helen and Harry that it is hardly safe to cross this street through the traffic. They stood at the side, though, until the autos had passed. Children often get hurt if they hurry to cross city streets.

On the other hand, autoists must handle their cars and trucks with caution. Hurrying to get somewhere is hardly an honest reason for haste through thick traffic, or for traveling at a high speed on highways.

Warm up on the letter combinations (page 244) every day. Don't hesitate or watch your hands.

Are you heading your papers neatly? Use good strokes when writing. Type this story from dictation first. Be sure to get back to the home row in time to rest and plan your next stroke.

(15 rate)

Jack Lucas
Typing

Lyons Junior High School
Wednesday

A QUEER VISIT

Nan and Sandy have gone to visit a quaint house in a quiet valley. They cannot avoid driving their heavy van over the queer roads hidden in the quiet forest quite near this house. Several drivers requested that they leave everything of value in the van. Very heavy doors are required to give safety to everything you have.

A good drill to use on the table at home and several times in class this week is: d-e, s-w, a-q, f-v, j-m, k-i, etc. Get back to your home keys right away. Here is another installment of the camping trip.

(15 rate)

A CAMPING TRIP

Just at dawn, the air from the snowy mountains awakened Mack, King, and Mickey. Mack jumped up and put on a mackinaw jacket. King wisely decided to wear his new jersey jumper. Mickey asked weakly whether someone would kindly ring for the janitor, and tell him three campers wanted to wash or swim in warm water immediately. All saw the joke. They joined in making a fire which was just what they needed. Jokes and jolly fun made a campfire all the more joyful after the murky air of a mountain camp.

(To be continued)

Make yourself a copy of one line of difficult words from this story and practice them steadily and thoughtfully in proper rhythm.

CHECK LIST NUMBER TWO

Unit I
Week 2

Habits are **not** facts that you learn and then store away in a safe place until examination time. They are “your ways of doing things.” The way to build **good** habits is to use them constantly.

GOOD TYPING HABITS

(See page 13)

LETTER LOCATIONS

21. Use correct finger on all the letters in Chart IV, p. 8, without looking.

HANDLING TYPEWRITER

22. Use right thumb on space bar.
23. Get all capitals on the line.
24. Lock and unlock shift with little finger.
25. Use paper release to remove paper.
26. Spin right-hand knob to insert paper.
27. Return carriage quickly.

ARRANGEMENT

28. Always write title in caps.
29. Leave two lines below title.
30. Type heading neatly.
31. Allow some white space at top of paper.

PUNCTUATION

32. Space **once** after comma.
33. Space **twice** between sentences.

SPELLING

34. Type correctly from dictation 10 spelling demons from the list, page 15.

GOOD ENGLISH

35. Use words in Words to Watch paragraphs correctly.

Goal

The perfect score is 35. Is the class average more than 25?

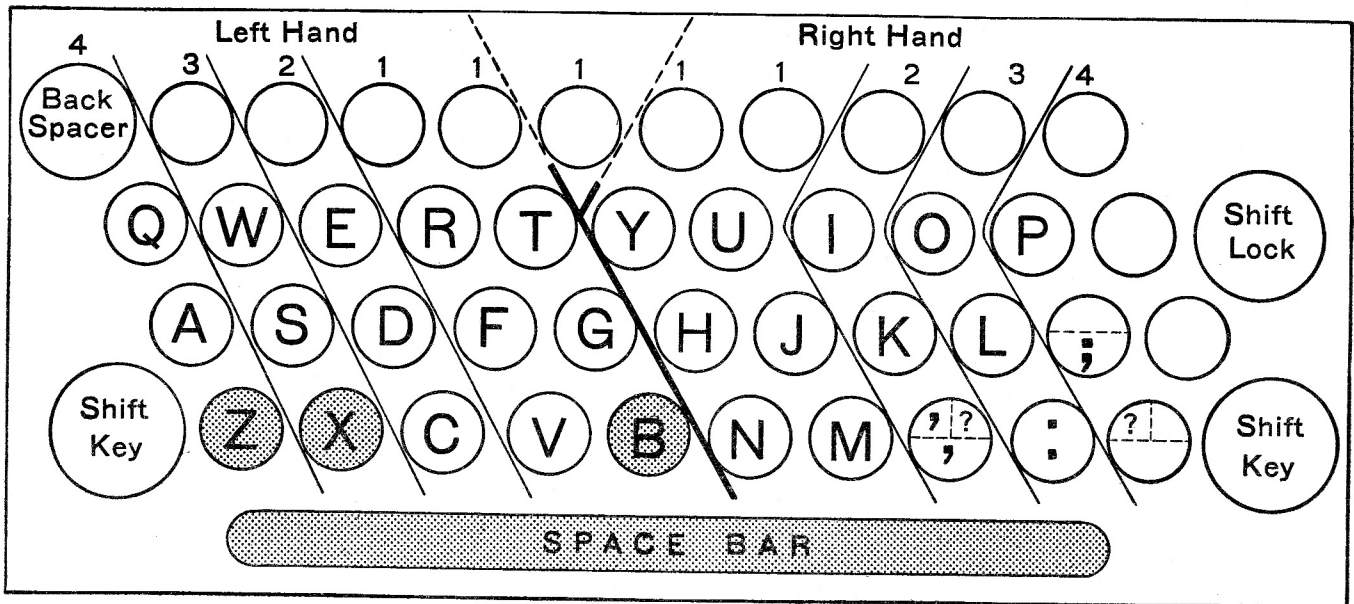
Ways of Using List

1. Decide which (if any) of the items on Check List Number One need continued emphasis to become customary ways of doing things.
2. Study this new list carefully on Monday and make your plans for the whole week. Some of these habits are already part of your own personal working equipment.
3. As your teacher watches you write, she can report on how you are getting along on each habit.

Follow-Up Work

1. The habits that you hadn't heard of before — read carefully.
2. On the habits that call for a certain finger, thumb, or hand — start out using the correct ones and never allow yourself to slip up.
3. On the habits that call for remembering spaces, capitals, spelling, etc. — be self-reliant.
4. Practice #21 and #33 on the table at home, going through the actual correct motions (including #22, #27, etc.).

CHART VII



Aren't you proud that you can do so much writing? Don't put off learning the correct finger for all the letters. While F's finger is learning how far to jump for b, don't help it with your eyes. Whose shift key is used for B?

ab ub ib eb ob ba bu bi be bo br

(15 rate)

Bennie has the best boat on Boston Sound. He uses it in his
bass and bait business. Bennie has his bed on the boat too.
A bed on a bass boat is not a bit bad, Bennie has boasted.
The boat has been best in Boston. On a boat no doubt one is
bound to be in bed about ten. To be on a boat beats both dust
and heat.

The lines in this one are so short you'll need to move your left margin over. There are two lines below the title. Include the author's name, but omit the name of the school in your copy.

THE END OF THE DAY

The light is fading fast;
The sun is gone.
The day flies swiftly past,
And night is on.

(18 words)

—Donna Lund
(Stewart School, Tacoma)

If you send A's finger down to tap z without hesitating, your rhythm is very good indeed. Plan each stroke carefully and still be ready to tap when it is time to strike the right key.

ze za zi zu zo zy az oz iz uz ez dz oze ize eze azy ozi

Zed had a dozen adzes in ten sizes in his house at the zoo.

As Zed dozed one noon, Ed and Dan seized the adzes and hid in the zoo. Then the dozing Zed had no adzes in his house.

The zoo is shut. Dan dozes. His zest is dashed. He sits in a thin suit not his size. One sneeze and then a dozen seize Dan. In a daze he sees a dizzy zebra in a hazy zoo.

Rang is used alone, and **rung** is used with helping words such as **was** or **had**. Don't neglect to dictate letters and spaces even though you are improving rapidly. Your teacher will drill you from the board on words you need.

WORDS TO WATCH

(15 rate; 5 min.)

ring, rang, rung

Has the fire alarm rung? No, it has not rung today. We can hear it over all other noises. It rings for fire drills when we least think it will. Last week the alarm rang twice. The second time it rang, we thought there was a real fire. When it rang we walked outside quickly and quietly. We found that the fire inspectors had rung the alarm for a fire drill.

These words may need some extra practice: **country**, **friend**, **color**, **forty**. You should be able to finish this story in 3 minutes.

THE COLORED CHART

(20 rate)

Louis has a chart in color up in his den. He and his friend Paul can find any country on earth on it. It is easy for Louis to list forty countries that he has read of or studied in Geography. They often say that they are ready to go to any of these places if they can find the fare.

As soon as you teach S's finger to tap x you have learned all your letters. Check your position at the machine if you have trouble with x.

ax ox ex ux ix xa xo xe xu xi xp xc xt exa axi exc exi ixt

Ned had six Texas oxen in a shed. He had a taxi next to the shed and an ax in the taxi. Texas is a state in the South. Ned has seen sixteen states. Texas is the sixteenth. It taxes Ned to sit at a tea. Nan is anxious to dine at six. She sees a taxi stand next to the sixth exit. Nan is in Texas. Six to ten states could exist in its extent.

In the next story, lock the shift for the name of Bennie's boat. Don't hesitate, or poke, or look for b and x even if you don't always strike them right. Several of these words may need special drill.

BENNIE AND HIS BOAT

(15 rate; 5 min.)

Bennie calls his boat the BLUE OX. It is built for sails and has places for six oars. He paid exactly sixty dollars for it. Bennie and both his brothers expect to be in Baxter Bay for six extra days of fishing. Their expenses had then exceeded their sales by sixteen dollars. The boys excel in boating, but none of them excel in fishing.

Warming up at the beginning of the period is very important. The home-row drill a-;s-l-d-k-f-j-g-h will limber up your fingers nicely, especially if you get away from the keys at once. The single-line rhythm sentences might be used right after the letter drills (j-u-j-m, d-e-d-c, etc.). Review the Spelling Demons often. On pages 244 and 245 there are some excellent two- and three-letter combinations, two lines of which your teacher may put on the board each day.

RHYTHM LINE

(15-20 rate)

If you did not do it all, tell us the ones you did not do.

Are you still thinking about your letters at home and practicing on the table? Be sure to continue to use all the good habits on the check lists on pages 13 and 24.

A good drill to use is a-q-a-z, ;-p-;-/(or ?), s-w-s-x, l-o-l-., d-e-d-c, k-i-k-., j-u-j-m, f-g-j-h, f-t-f-b, j-y-j-n.

It will never do to make a mistake in writing your heading. These may be good words to practice from dictation before writing this story: **recipe, chocolate, carefully, enough, practice.** Keep your rhythm even.

(20 rate ; 5 min.)

CHOCOLATE CANDY

Esther is going straight to the store to get a pound of sugar. Aunt Grace often lets her try a recipe for chocolate candy. Once Esther tried to guess instead of using a recipe. She could not do it right. She stirred and stirred until her hands ached. Aunt Grace said that perhaps she did not use enough sugar. So Esther finally had to read her recipe. Guessing is a dear practice. You are really sure to succeed if you read the recipe carefully. The candy is sure to taste good if you do as the directions say.

In the following story, notice the use of **take, took, and taken.** Don't let L's and D's fingers get mixed up. Watch your book, and rest on the home row.

(15 rate)

WORDS TO WATCH

take, took, taken

Last summer our scout troop took a hike into the mountains. We had taken a week to plan the trip. We took tents, plenty of bedding, and lots of food. We had taken two short trips, and thought we knew just what we should take with us. Boys eat lots of food on a camping trip. So we took a whole case of pork and beans. We should have taken more pancake flour. It took only three days to use up all we had. Another time we shall take more flour, and not so much pork and beans.

Aren't you thrilled that you can use all your letter keys by touch in all kinds of writing? Don't neglect to use your very best strokes and rhythm.

RHYTHM LINE

Never buy what you do not want just because it is cheap.

--Thomas Jefferson

You can easily finish this story in 5 minutes if you dictate evenly and notice the spelling of these words: library, women, Wednesday, trouble.

(15 rate ; 5 min.)

THE LIBRARY

Winifred and Mabel always go to the library at least once every week. They often spend the whole afternoon there among the books. Last Wednesday they read all they could about famous American women. They have no trouble finding what they want, for they know where most of the books are.

A story as exciting as this one deserves to be written well. Don't look up or stop, even if you should strike the wrong key.

(15-20 rate)

A CAMPING TRIP

A few minutes after seven Mack, King, and Mickey knew that not even the fire would keep them warm. A dark squall was coming up. They packed their equipment very quickly. Just then came an answer to their unspoken prayers. Quite slowly down the mountain trail jogged a mule team drawing a very old covered wagon. The driver in a quiet voice asked if they wanted to ride.

(To be continued)

It's fun to write poems. Leave two lines below the title, as usual, and single space between the lines of the poem. Change the left margin and move it back to 10 when you finish.

(3 min.)

YOUR GARDEN

I enter your garden
With step soft and low,
And gaze about me
With soul aglow
At the beauty of blossoms,
The wonder of growth
Of the tiny seeds
Which have given birth
To the wonderful beauty
Abounding there,
To which you have given
Such loving care.

(50 words)

--Ruth Richmond Platz

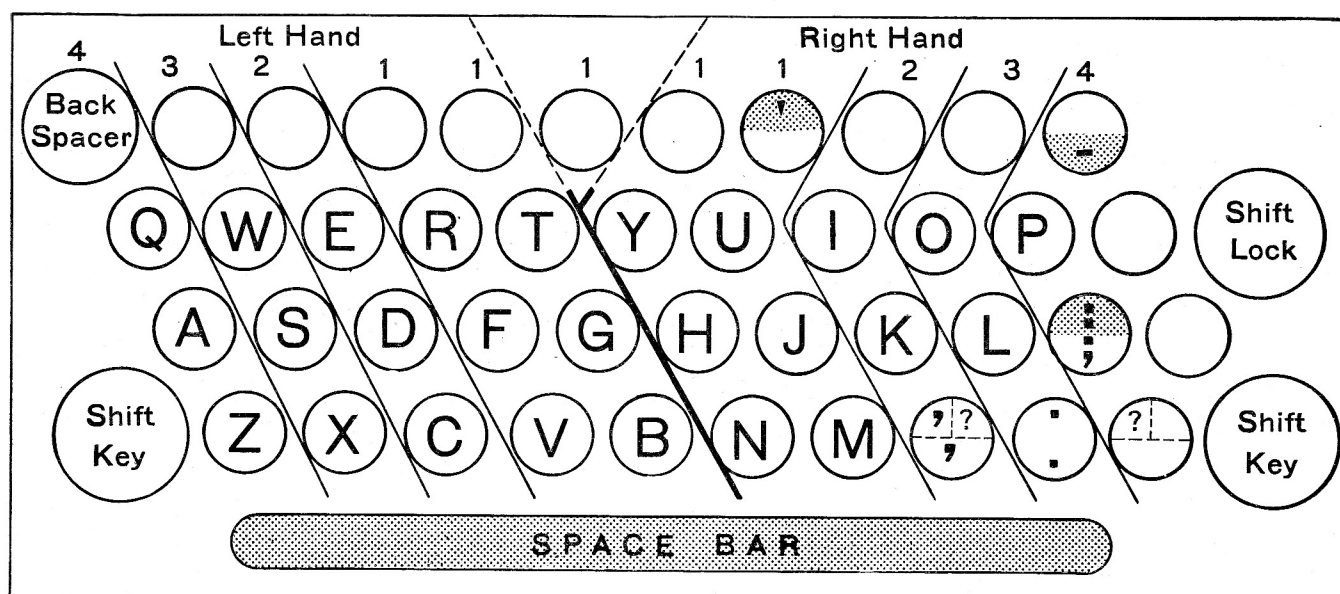
Here is a contest that was a lot of fun at a class party. Don't let anything happen to your rhythm. Be sure O's finger rests in its home position between the o's in **balloon**. Also, be sure to rest between the g's in **biggest**, the p's in **popping**, the l's in **balloon**, and the l's in **small**.

(15 rate)

BALLOON CONTEST

There were enough small penny balloons to provide one for each guest. After distributing the balloons it was announced that a prize would be given to the one who could blow up the biggest balloon without tearing or bursting it. Of course, nearly all the balloons burst, especially when the competition got keen. The contest resulted in every balloon popping except one. The winner was allowed to keep his balloon for his prize.

CHART VIII



You'll want to know which fingers to use for the punctuation marks. Try a period and a comma with the shift locked. The colon and the semicolon are on the same key. One space follows the semicolon.

(15-20 rate)

THE WEEK

Some names for the days of the week come to us from the old Norse language. Sunday meant the day of the sun; Monday, the day of the moon; Tuesday, the day of the god Tiw; Wednesday, the day of the god Woden; Thursday, the day of Thor, or thunder; Friday, the day of the goddess Freya; and Saturday, the day of Saturn.

The colon (:) often warns you there is a list coming. Space **twice** after the colon. The semi-colon finger strikes the hyphen, then hurries back.

(15-20 rate)

The compound words that I need to study are: cross-country, middle-aged, ex-president, daughter-in-law, and sharp-tempered.

These are tools that are needed: a hammer, a twenty-four-inch rule, a plane, a double-ratchet brace, and several bits.

The materials we need are: boards, three-ply fir veneer, canvas, a three-inch paintbrush, and a can of yellow-green paint.

J's finger strikes the apostrophe (') while A's holds down the shift key.

(15 rate)

Nona doesn't need Ned's hat. She's to use Ione's sash.

It's tan too. Ned isn't to see that Nona hasn't a hat. He didn't see Ione's sash on Nona. And he hasn't Ione's hat.

You'll need to be especially careful when dictating this story. Plan each stroke while you are resting on the eight home keys. Don't miss a beat.

(15 rate)

SEASONS

Don't let it daze you to see the year's seasons pass. Zeal for Spring's hazy days doesn't last. August's sizzling lazy days seize one's fancy. Grazing lands and corn zones can't help freezing as Fall's cold days zigzag past. Soon cold zero nights call for a log fire's zest. Dazed, I realize the year is o'er.

Here are the last of the 100 words that all good typists spell and use correctly. Notice carefully the order of the letters. Review these words frequently. Whose shift key is used for the apostrophe?

(15 rate)

SPELLING DEMONS

don't busy been can't business every would know making very blue whether break won't Wednesday knew believe buy beginning just having February trouble built answer wear

It's always means it is. Its means belonging to it. Be sure to release your shift lock.

(15-20 rate ; 3 min.)

WORDS TO WATCH

its, it's

It's glorious in the morning to see the mountain raise its snowy head sharply against the blue sky. Do you know how the mountain got its name? It's an old Indian legend that I heard last summer. KULSHAN means SHARP ROCK in the Indian language.

Use L's finger on o every time. Your rate on these single sentences can be considerably higher than on stories, but it must be even.

(15-20 rate)

RHYTHM LINE

The cotton bolls pop open as soon as the cotton is ripe.

You'll not be able to write 20 if you poke, look, or hesitate on f or b or y, or, indeed, on any letter. Flew never has a helping word.

(20 rate)

WORDS TO WATCH

fly, flew, flown

The robin flew back to its nest. It had flown from tree to tree all morning. This was an important day. The young robins were learning to fly.

The exclamation mark is made up of an apostrophe and a period in the same space. Hold down the left shift key and the space bar with the left little finger and thumb.

Don't forget the two lines below the title and between paragraphs when your machine is set for single spacing.

(15 rate)

THE RANGER

Please let me look through the telescope again. I didn't see the ranger station on Pinnacle Peak. Do I have the telescope pointed the right way now? There, I see it! How tiny it looks! The ranger looks out every day over the mountains and valleys for the least sign of smoke. Smoke means that a forest fire is just starting. He then telephones to the fire-fighting crews. Away they go, by roads and trails, to fight the fire!

I wish I were a forest ranger and could live on the top of a high mountain. How exciting such a life must be!

The alphabet is a good warming-up drill to use two or three times at the beginning of the period, if you take extra care to stay even and not start for a key too soon.

(15-20 rate)

RHYTHM LINE

It is a good thing to have a reason for everything you do.

Move your left margin and don't forget to set it back to 10 after you have finished the poem. Form the habit of including the author's name.

(2 min.)

SMILES

A smile is quite a funny thing,
It wrinkles up your face,
But when it's gone, you never find
Its secret hiding place.

(34 words)

--Erika Ann Schuffenhauer
(Tenino Union High School)

Be sure to pronounce **loose** correctly. Drill on three or four words after you practice this story. Whose finger taps the question mark? Do you reach up or down for the apostrophe?

(20 rate)

THE BARN

Won't you come over to the barn with me for a minute, and help turn the cows loose? I meant to do it very early this morning, but we were having so much fun that I forgot it. I knew that you would help me. Cows don't like to stand all day in the barn. They will stop for a drink as soon as they are loose. Then they will dash out to find the greenest grass.

Who's means who is ; whose means belonging to whom. Don't confuse the apostrophe. Practice this story until you can finish it in 2 minutes.

WORDS TO WATCH

who's, whose

Whose dog is that? From whom did you get him? I don't think we can keep him. Who will take care of him? Who's going to feed him and find him a bed? Find out whose dog he is, and take him home.

One of the three uses of the hyphen is in words made up of two or more simple words. You'll want to put a few of these compound words in sentences on the board for class practice, and all of them in sentences later. All these words keep their hyphens even when they're not at the end of a line.

(15 rate)

COMPOUND WORDS WITH THE HYPHEN

well-to-do man, cross-country race, up-to-date fashion, ten-year-old boy, long-distance telephone, one-way road, nine-foot pole, worn-out dress, blue-eyed baby, well-known writer, middle-aged woman, good-humored people, after-dinner speech, silver-haired lady, brand-new shoes, un-American, seventy-five, self-control, ex-president, thirty-one, daughter-in-law, well-earned rest.

Learn which shift key to use for each letter so that you won't have to hesitate or change your mind while your fingers are in mid-air. Hold down the shift key so that no capitals get up in the air.

(15 rate)

JUNIOR ORCHESTRA

The Junior Orchestra consists of the following people:
George Belmont, James Braman, Dan Bronow, Betty Jean Carlson, Barbara Coon, Ben Davis, Paul Davis, Helen Fisher, Jack Hite, Louise Keyes, Jack Miller, Jim Murphy, Glen Murray, Pauline Nash, Victor Pearson, Bob Poe, Bob Rudell, and Bill Seeger.

RHYTHM LINE

A job looks only half as big when there are two to share it.

Try to remember that **let** carries the idea of asking or granting permission.

(20 rate)

WORDS TO WATCH

let, leave

I can let you come in if you will take off your skates.
Mother never lets us come in with our skates on. You may leave
them right there on the porch.

Lock the shift whenever you write the title of a book, even when it comes in the middle of a sentence. Spell the words in this book report correctly, and keep your eyes on your book. Use the style of heading on your papers that your teachers prefer.

(20 rate; 5 min.)

Your Name
Literature

The Name of Your School
Your Teacher's Name

THE CALL OF THE WILD

Do you like dog stories? Then you should be sure to read Jack London's famous book, **THE CALL OF THE WILD**. It is packed full of adventure, excitement, and a little sadness, too. The story is based on the life of Buck, who spent the first part of his life happily on Judge Miller's farm in California. One of the gardeners who worked for Judge Miller hated Buck. He had him stolen and sold to a man who was starting off for the Klondike to hunt for gold. Most of the book is about Buck's adventures in Alaska.

* * * * *
* TIMOTHY TYPIST SAYS *
* Children who play with their typewriters should *
* receive one rattle and two tops for Christmas. *
* * * * *

CHECK LIST NUMBER THREE

Unit I
Week 3

Forming useful habits is something you can't put off until the mid-term or the last week of school. Only constant use of the correct ways of doing things will insure progress.

GOOD TYPING HABITS

(See pages 13 and 24)

RHYTHM

- 36. Do not hesitate on upper- or lower-row letters.
- 37. Rest between strokes on double letters.

WORKING EFFICIENTLY

- 38. Dictate evenly.
- 39. Warm up on the letter combinations, p. 244, without being reminded.
- 40. Read the directions before beginning each exercise.
- 41. Do not worry about a mistake, or stop.

ARRANGEMENT

- 42. Double space between paragraphs.
- 43. Indent paragraphs correctly.
- 44. Change left margin for poems.

LETTER LOCATIONS

- 45. Use correct finger on all letters in Chart VII, p. 25, without looking.

PUNCTUATION

- 46. Space **once** after semicolon.
- 47. Space **once** after the period following abbreviations.

SPELLING

- 48. Spell correctly your name and the name of your school.
- 49. Type correctly from dictation 10 Demons from the list, p. 21.

GOOD ENGLISH

- 50. Use the apostrophe in words which have a letter left out.

Goal

The total perfect score is 50.

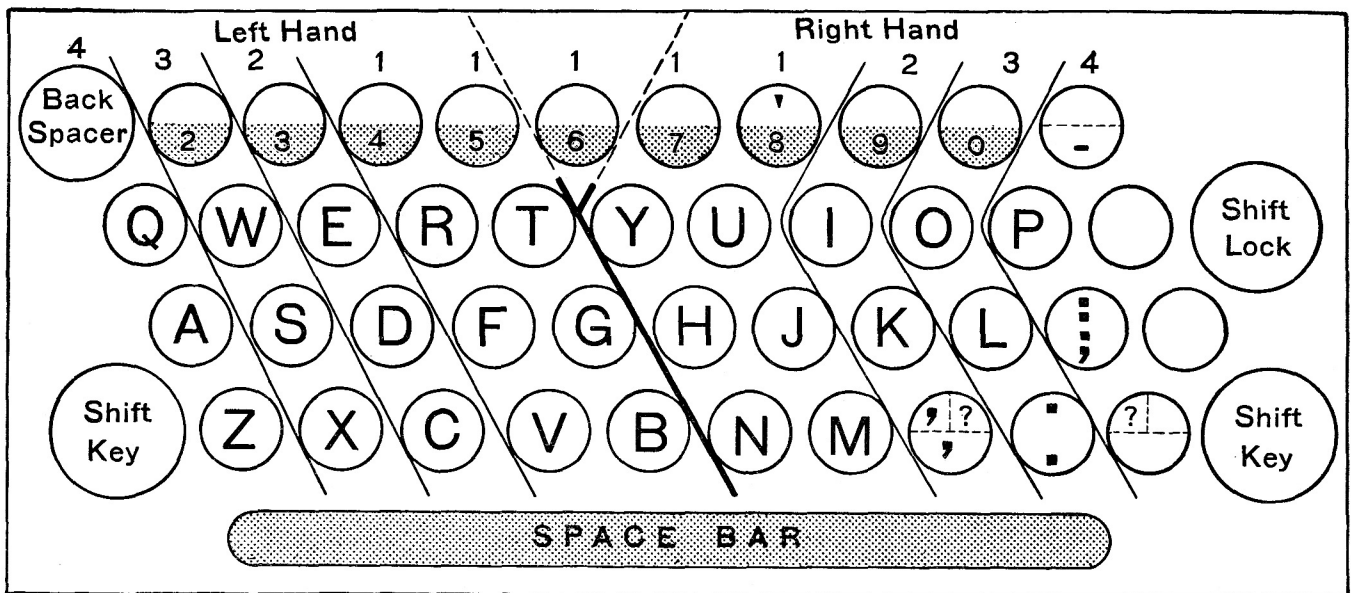
Ways of Using List

1. If any of the first 35 habits have not been perfectly mastered, they should be listed on the board, perhaps with the number of students who are spoiling the class record and their own chance for success.
2. The class could be reseated according to the reliability with respect to good habits. The best workers should sit toward the back of the room, in a row **across** the room, with the rest of the class arranged toward the front, according to their accomplishments.

Follow-Up Work

1. For the habits that call for self-control — stiffen your “backbone.”
2. Numbers 43, 46, 47, and 48 should be practiced every night at home on the table, using the actual correct motions.
3. Numbers 31, 32, 44, and 45 should be memorized and **used**.

CHART IX



If you use quick strokes with the correct finger, and rest between strokes in the home position, you may guide the tapping of numbers with your eyes. Be sure your fingers get back to their home keys **immediately**. Your teacher will dictate d-4, f-5, k-8, etc. Move your chair to the right if necessary. Study the charts carefully, to find which finger strikes each numeral key. Practice today's date from the board and put it in your heading hereafter. Don't abbreviate. Set the second tabular key at 45 for the heading.

(20 rate)

Your Name
7B Typing
Today's Date

THE STORY OF A BAD BOY

Those who like stories full of action, surprises, and thrills should read THE STORY OF A BAD BOY, by Thomas Bailey Aldrich. A boy ten years old was taken from his parents to live for two years with his aged grandfather. You will laugh aloud when you read about his adventures on the Fourth of July, and how he fired off the old cannon in the park. Then you will almost cry when you read how his chum, Benny Wallace, got adrift in a rowboat, and was drowned in the angry floodwaters. Many other thrills are packed in this book that has been a favorite among boys for many years.

These 50 little words make up about half of all your writing. Drill on them smoothly and evenly at least once every day until your fingers know them as whole words (not letter by letter) and you never make a mistake on them.

(20-25 rate)

COMMON WORDS

the and of to I in a that you for it was is will as have
not with be your at we on he by but my this his which dear
from are all me so one if they had has very were been would
she or there her an

In the date, remember to leave a space between the comma after the day of the month, and the year. Don't neglect to drill on words you need before and after you write a story.

Use two hyphens to make the dash. There is no space before or after it.

(2 min.)

SPARKS

Sparks--
Upward flying
Some are dying
Before the moon.

Sparks--
Red and gleaming
Like candles beaming
Against the sky.

(24 words)

--Betty Keilholtz
(Roosevelt High School, Seattle)

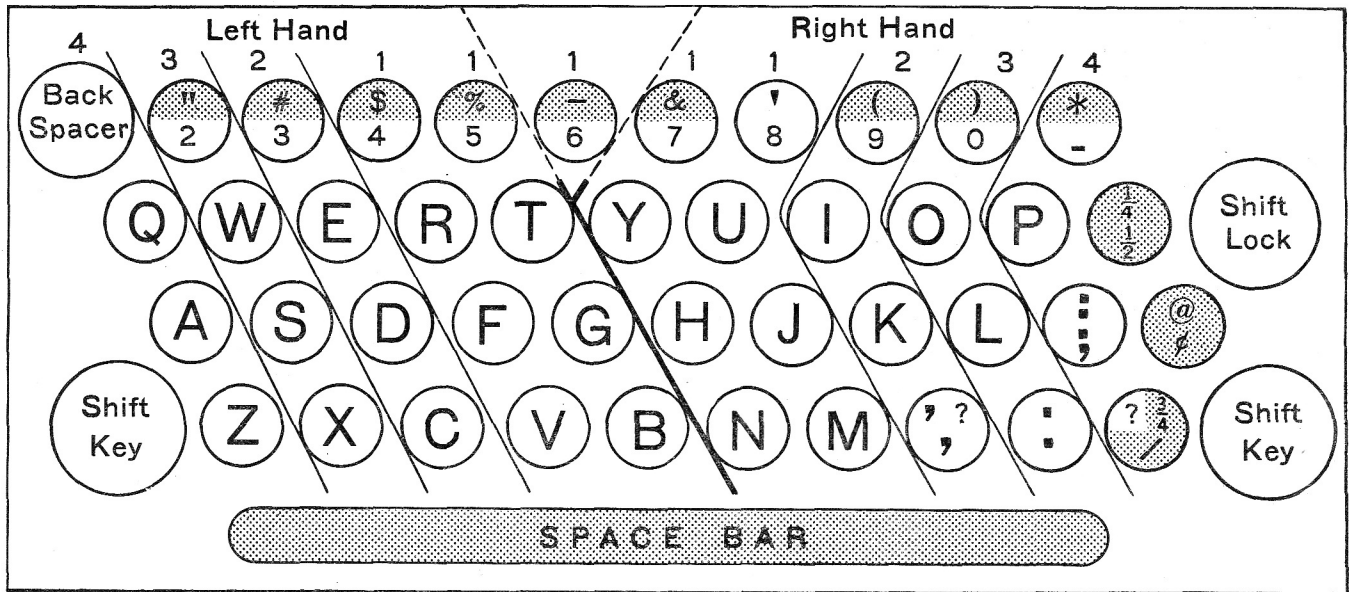
(20-25 rate)

DEDICATION¹

I dedicate this book to my mother and to all the mothers in the world, for it is they who are the real nurses of the world. As small and unimportant as this book is, it is my way of showing the love and respect I have not only for my mother but for all other mothers, and the great work they do.

¹ This Dedication was written by a junior high school girl who hoped to become a nurse.

CHART X



You know which finger to use on every key now, and you should be very proud of your progress. You **never** look at your letters, and even when you are using the very top row you get back so fast that you rest on the home row between strokes. Practice the numbers, the quotation marks ("), the parentheses, and the underscore from dictation.

(20 rate)

SELLING MAGAZINES

David has been having a busy time in his business. Since February he has lost some of his magazine customers. He says that many people move around, and half of them do not leave forwarding addresses. He can't afford to have his business drop off. So he has been asking every friend to buy from him. David has even ridden out into the country on his bicycle to sell some of his magazines. It is not easy to keep up a magazine route. If he succeeds, David does not mind if he gets tired.

Did your little finger come back to its home key right after tapping the hyphen? Did you keep your rhythm absolutely smooth on the double letters in **addresses**? Did you spell **February**, **business**, **bicycle**, **friend**, and **magazine** correctly?

From this point the materials for the Universal and Simplified keyboards are identical.

The correct finger will strike the apostrophe accurately if your position is good. Two hyphens are used for the dash on the typewriter. Dictate evenly.

(2 min.)

THE WEATHER

The weather's here, the weather's there,
The weather's nearly everywhere,
In places gay or sad.
And yet we seldom think of it--
Unless it's bad.

(30 words)

--Patricia Child
(Havermale Junior High School, Spokane)

Special drills like this one are useful.

(25 rate ; 3 min.)

THE PARK IN JUNE

When June with its sunshine comes, nothing should prevent one from spending many long days and evenings at Point Stanley Park in the north end of town. We know that June is the month of flowers. One notices the neat beds of seasonal plants in the green lawn. The peonies have nearly gone, but pansies, petunias, nasturtiums, and geraniums are now at their best.

Your teacher will dictate this exercise for you to write **by touch**. How is your arithmetic? Write a whole line before looking. Use quick strokes. Both the semicolon and the comma are followed by **one** space.

NUMBER DRILL

1 and 1 are 2; 3 and 1 are 4; 4 and 2 are 6; 5 and 1 are 6.
4 and 1 are 5; 6 and 2 are 8; 7 and 1 are 8; 4 and 3 are 7.
6 and 0 are 6; 2 and 7 are 9; 8 and 0 are 8; 2 and 1 are 3.

As soon as your fingers learn to type a word, you won't have to spell it letter by letter any more. Do not space between **every** and **thing**.

(20-25 rate)

RHYTHM LINE

A place for everything, and everything in its place.

--Franklin

Here are two stories that eighth-grade students wrote after hearing Grieg's *Triumphal March*. The music was played, but the title was not announced until after the stories were written. Head your paper as for Music Class.

(20 rate)

SOLDIERS

A column of soldiers is marching across the country. As they approach a town, they straighten their ranks and march briskly to the beat of drums and the music of trumpets. They parade through the town and pass out into the green countryside beyond. They come to the bank of a swiftly flowing stream, splash through it, and find themselves before a second town, ready to parade again.

A DAY IN A MILITARY SCHOOL

The bugle calls shrilly at break of day and the boys all pour out to the parade ground, where they raise the flag and salute it. After breakfast there is drill in fancy formations. One boy is continually out of step. The captain flies into a rage and sends the culprit off to his room. After this the drill goes smoothly. In the evening lights are out at nine o'clock.

Don't you like this unusual book report? If you miss any words the first time you type it, practice them until you can make a good copy of the selection. Keep a steady pace, and watch your book. Include the names of the author of the book and of the student who wrote the report.

(5 min.)

THE BIOGRAPHY OF A GRIZZLY

by Ernest Thompson Seton

Wahb was the bear's name.

He was born in the woods.

His mother and sister and brother

Were killed by a man,

And Wahb was left to shift for himself.

He fought animals and killed men.

At last he went into a canyon

Where poisonous gas

Came out of the earth--

And he lay down and went to sleep.

(68 words)

--Warren Stanley
(Stewart School, Tacoma)

Notice the spacing in typing the following rules, as you may need to write various lists in your schoolwork. Never crowd titles or subtitles.

RULES OF THE SHOP

Care of Tools

1. Do not misuse the tools, but treat them as your own.
2. Return a tool to the toolroom when through with it, as someone else may need it.
3. All tools must be in the toolroom at the end of the period.

It's a good plan to review some words and familiar stories before taking up your new work each day. Use your very best habits **all of the time**. Continue to practice the spelling demons and the first 50 common words. Here are the next 50 most commonly used words. **Never** hesitate. Pronounce **words** as soon as you can.

(20 rate)

COMMON WORDS

when time go some any can what sent out them him more about
no please week night their other up our good say could who
may letter make write thing think should truly now its two
take thank do after then sir last house just over than work
day here

Whose finger taps the colon? Read this exercise thoughtfully, then type it carefully. In quotations, the quotation marks **always follow** the period.

(15 rate)

THE COLON AND THE SEMICOLON

Notwithstanding the similarity of their names, the semicolon is really not related to the colon at all. The colon says: "Here comes a procession of ideas, a list of names, a table of figures, or perhaps a long quotation."

The semicolon says: "Here is a sharp dividing line in the thought of the sentence, too important to mark with a comma; yet the thought does not come to so complete a stop that a period can be used."

Never abbreviate when you can possibly avoid it. Leave plenty of white space at the top, bottom, and sides of your papers. You can hyphenate a word at the end of a syllable if you are near the end of a line. The dictionary will help you decide where to divide a word.

Many school papers have a Horoscope department. This is a whimsical one. The under-scoring and apostrophes are there for a purpose. Dictate carefully. Where is the semicolon (;)?

(15-20 rate)

HOROSCOPE FOR NOVEMBER

Were you born in November? If so, you're only one in many millions. You will be a person of strange likes and dislikes; for example, you will like any teacher who rates your Grammar as A, and you'll dislike school about the time you carry home more than one E. You will be truly a child of Nature, brother to the West Wind, and sister to the Falling Star. What's more, you'll have two days' vacation at Thanksgiving!

When in doubt about **doesn't** and **don't**, just remember that **doesn't** means **does not** and that **don't** means **do not**. Take pride in writing and speaking correctly.

(15-20 rate)

WORDS TO WATCH

don't, doesn't

It doesn't take long to master the typewriter keyboard if you will only teach your fingers the letters they are responsible for. Trust your fingers and expect them to get the right letters from the very beginning. Don't fail to practice faithfully, especially on the letter combinations that are new, and on words that you believe are hard. Doesn't it give you a thrill when you can write a story without making an error, and without looking up from your book? Don't you think typing is fun?

You should take responsibility for practicing words you need even without being told. Check your accomplishment with the Check Lists for the Universal and Simplified Keyboards.

You might sometimes use this form of heading, showing the name of your class teacher. Practice it from the board first. Leave three lines below Art. Remember the comma and space after the day of the month. Leave **three** lines below titles usually when your machine is set for double spacing.

(20 rate)

Your Name
Today's Date

8B Art
Miss Jones

Art

PILGRIMS GOING TO CHURCH

The people we see in this picture are Pilgrims. They are going to church. Since the Indians of that time were very dangerous, some of the men had to carry guns to protect the women and children. The Pilgrims went to church in parties. Here we see one party and behind them comes another one. The trees divide the picture into three spaces. We see the people in the largest space first. Boughton, an English artist who lived from 1834 to 1905, painted this picture.

Your English or Geography teacher may want you to underline words you are asked to define. Let the numbers stand out clearly. Use good sentences.

DEFINITIONS

1. Moisture in the air is called humidity.
2. Asbestos is a substance used around furnaces to keep the walls from burning.
3. When the air is hot it expands and becomes lighter. This is low pressure.
4. A temperate climate is one not likely to have an excess of heat or cold.
5. A violent tempest or whirlwind is known as a tornado.

It looks better to single space poems and double space between stanzas. Where will you set your left margin? Do you use a shift key for the apostrophe?

(4 min. or less)

SAILING

One white gull from out of the west
Looks down on a lonely sea.
A single ship in the sunset's flame,
Spreads sails that are full and free.

There's a lad at the stern, with face aglow,
And cheek by the white foam kissed;
His joyous shout at the sea's caress
Rings clear o'er the cool gray mist.

(60 words)

--Alice Bremer
(Roosevelt High School, Seattle)

Presidents of clubs and chairmen of program committees often are called upon to introduce visiting speakers. This should be done briefly and courteously. How many spaces follow the colon?

(20 rate; 4½ min.)

INTRODUCING A SPEAKER

Teachers, and Fellow Students: Today we have a very distinguished guest at our assembly. Mr. George A. Carpenter is a noted traveler, author, and lecturer. His travels have taken him over a large part of Alaska and the Orient. He has just returned to America, after spending a year in Siam and the Malay Islands. He will speak to us about the boys and girls in Borneo and Java.

I am glad to introduce Mr. Carpenter.

Are you using your little fingers on the shift keys? Can you get back to your home keys after striking the hyphen, without losing your place?

CHECK LIST NUMBER FOUR

Unit I
Week 4

When habits are well formed they become **automatic**; that is, you do things in the same ways without much attention. Be sure the habits you form are the ones you want.

GOOD TYPING HABITS

(See pages 13, 24, and 37 [333, 344, and 355])

RHYTHM

51. Have spare time at every rate.
52. Get away from every key at once.
53. Miss no beats on the keys you know least well.

KEY LOCATIONS

60. Use correct finger on all letter and punctuation keys, without looking.
61. Use good strokes and correct fingers on numeral keys.

WORKING EFFICIENTLY

54. Never strike one letter over another.
55. Sit up (not down) in comfortable position, with feet on floor or on footrest.

SPELLING

62. Type correctly from dictation 10 Demons from the list on p. 32.
63. Take pride in spelling people's names correctly.

ARRANGEMENT

56. Include author's name when typing a poem.
57. Space lists (like *Rules of the Shop*, p. 43) correctly.

GOOD ENGLISH

64. Begin to notice correct hyphenation of words at end of line.
65. Use as few abbreviations as possible.

PUNCTUATION

58. Space **twice** after the colon.
59. Put the comma and space in the date.

Goal

There are 65 habits in these four lists. Reading them over might help a little, memorizing some of them could help a trifle, but **using** them in all the typing you do is the secret of success.

Ways of Using List

1. List on the board two or three habits that still need attention.
2. Divide the class into two teams to compete daily in mastery of important habits.
3. Group inspection should take place all the time, but for this purpose certain stories or exercises could be chosen.

Follow-Up Work

1. Refer to these Check Lists frequently throughout the whole semester.
2. Take responsibility for mastering any habits that are not yet automatic.
3. Practicing on the table at home will help a great deal.

UNIT II



MY TYPEWRITER AND I WRITE LETTERS

In this short time you have taught your fingers which keys they strike, and have begun to build all the good habits needed to make you a successful typist. You are familiar with the parts of your machine. You are taking pride in using correct English. You can spell the Hundred Demons and are learning to spell other hard words as you need them.

Isn't it exciting that you are ready to learn to type correctly spaced and punctuated letters? In Unit II you will also begin to *edit* your letters and schoolwork, and to *compose* on the typewriter. You will continue to train your fingers to remember all the keys they tap.

If any of the items of the Check Lists in the first Unit have not become habits, master them at once. Always *use* the correct habits. Read the directions. Accomplish something definite each day. Take charge of yourself — especially of your fingers and your eyes.

If you work well the first four days of the week, you will notice that the number of lines you can finish in timed exercises has increased. In Unit II this number may move up from five lines to eight, ten, twelve, or more, in five minutes.

Use fast motions. Master each new skill as it is presented. Take pride in your letters. Enjoy the poems, book reviews, and stories. Drill thoughtfully on letters and words you need. *Concentrate* on what you are doing. Be so reliable that you can type independently in the workroom or at home.

If you have worked steadily and intelligently, you already have a good start toward skill in touch typing. This skill is a tool which can help you in a hundred ways. Start to keep a list of the ways in which your typewriter can be your helper. Post the best lists on the bulletin board.

Your teacher can dictate words and phrases in this poem. Keep your writing smooth even on the apostrophe.

(25 rate)

SUCCESS

I think it's the feeling of gladness
That you have at the end of the day,
When you know there is someone you've helped
In your journey along life's way.

If you've stooped to lift someone's burden,
A load of unhappiness--
If you've made it lighter by just one ounce--
Then I'd say you've won success.

(60 words)

--Jane Rolfe
(Gray School, Tacoma)

Use your slower pace (20) on the following story until you are sure all your fingers are tapping quickly and confidently; then write at your regular rate. Get back to the home row between strokes.

(20 rate)

LESLIE AND HIS BOAT

Leslie doesn't allow his zeal, or his zest for a lark,
to spoil his fishing. The lads with him can't help dozing
late in the day, but Leslie doesn't let a light breeze, or a
haze on the water delay him. Even the dizzy, sick feeling
that comes from the rolling of the boat on the gentle swells
can't make him leave his lines. Don't prizes ever go to the
lazy? Don't they go to dozers? Or do they go only to the
zealous?

Set your fingers to mastering all troublesome letters. Never try to conceal lack of training by backspacing and writing one letter over another. That not only wastes time, and spoils your rhythm, but ruins the appearance of your paper.

In writing letters you have a splendid opportunity to use your typewriter as a helper. Take pride in having your letters neat and correctly spaced.

Set your machine for single spacing, left margin at 15, and with your second tabulator key at 45. Space twice between these parts of the letter: the heading and the inside address; the inside address and the salutation (greeting); the salutation and the first paragraph; and the end of the letter and the closing.

Type your name 3 lines below the closing and **sign** your name in the space between.

Today's Date

Miss Mildred Harris, Principal
Clinton Junior High School
Madison, Wisconsin

Dear Miss Harris:

We thought you would be glad to know that Roll Room 110 has already completed its Red Cross subscription. Everybody helped with the play, or made a personal gift. Miss Jackson will give you the money this week.

Very truly yours,

Your Name

Don't neglect to drill several times during the class period on words you need. Be the kind of person who doesn't have to be told what to do.

Good students and good typists always edit their work. Type the following story thoughtfully. Form the habit of using your pencil to make the changes you wish.

(25 rate; $3\frac{1}{2}$ min.)

EDITING

Editing means marking with a pencil everything I intend to do differently when I make the final copy of my manuscript. When I edit my lessons, the things I mark most often are wrong letters, and capitals or spaces left out. I change words, too, when they are spelled wrong, or when some other word would sound better or be better usage. A good student always edits a rough draft and then makes a final one. I edit my letters, also.

Practice these rhythm lines **correctly**, not carelessly, at the beginning of every class period and on the table at home. Your teacher expects you to write rhythm lines at a faster rate than the longer stories.

(25-30 rate)

RHYTHM LINE

I will do it for you if you are sure that you want me to do it.

In this list of words use A's finger correctly **every** time. Get A's finger away from its key quickly so that the letter won't look double or pale.

(25 rate)

SPECIAL DRILL a

add again all always am an and any anyway are arm art as ask at
away back bad ball band bank call can car carry dark day draw fact
fair fall far fast glad glass grant had hair half hand happy hard
has hat lady land last law lay man many March mark may May part
party pass past pay plain plan plant play rain raise ran remain
said saw say shall small stamp stand start stay talk than thank
that train wait walk wall want war warm was watch way what

Remind your fingers of the numbers they must tap on the top row. Write this news item from dictation first, without looking away from the book at all. Then practice it doing your own dictating, still not helping your fingers with your eyes. How many spaces are there after the colon, the semicolon, the comma?

(15 rate)

The soccer captains are: Room 201, Russell Soper; 118, Maynard Miller; 101, Warren Harvey; 3, Dick Brewitt; 1, Allen Midal; 2, Ray Rumming; 4, Herbert Latshaw; 100, Henry Brown; 103, Floyd Swanson; 107, Rodney Giske; 109, Eugene Willmann; 206, Stanley Morton; 205, Marvin Berg.

No matter at what rate he is writing, the best typist is the one who writes most evenly, and has the most spare time between strokes. Developing good habits saves trouble later.

Your typewriter can be your helper in writing friendly letters, too. Keep the white space around the letter as even as you can — top, bottom, and sides.

It would be **very** impolite to misspell any words or to strike any letters over. Notice the comma after the greeting. Sign your name with pen or pencil. In what three places do you double space?

City, State
Today's Date

Dear Jack,

I had a nice birthday. Thank you very much for the book you sent me. I have read a great deal in it. I also received SMOKY by Will James. If you have not read it I will be glad to lend it to you.

Your friend,

Type this story thoughtfully to help you remember the correct use of **bring** and **brought**. There is no word **brung**, of course. It is better to make a mistake than to look up from your book. But be sure you get rid of any difficulties that show up.

(20 rate ; 3 min.)

WORDS TO WATCH

bring, brought

How many friends will you bring to my party? I hope that you can bring your two cousins with you. Mother brought home a big birthday cake this morning, with thick frosting and twelve candles on it. Daddy brought me a pair of rabbits and a new sweater. He had brought the two rabbits from Grandfather's farm.

Have you laid aside all the habits that might be interfering with your progress? It's fine to be in control of yourself at all times. Read by words when you can, and when you find a common word your fingers don't know, teach it to them by practicing it in phrases and sentences.

In the following letter be sure to move your carriage over to 45 for the heading and closing, without losing time. Don't forget the double spaces where they belong. Leave three lines for your signature. Whose finger taps the colon (:)?

City, State
Today's Date

New Departure Manufacturing Company
Bristol, Connecticut

Gentlemen:

If you have any more free Magic Cards, I would like to receive a set. My new bicycle has your coaster brakes.

Very truly yours,

Your Name

Connecticut and **bicycle** may need a little extra practice.

When writing conversation, the quotation marks must always **follow** commas and end punctuation. Notice how the quotation marks are used after the question mark in the first sentence of this story. Write the quotes without looking away from your book. Think the letters, spaces, and quotes in their correct order and plan each stroke as usual. Don't forget to double space between paragraphs.

(20-25 rate)

FRIENDS

"Would you please let me wear one of your bathing caps?" Geraldine asked as they touched the water with their toes to see whether or not it was too cold for swimming. "Mother says that I should always wear a cap when I go swimming. Mine is torn, and I have not had time to buy another one."

"Certainly. I have two good ones. Just try this one. I truly believe that it will fit you quite well," was Joan's answer, as she laid a bright green cap in her friend's hand.

Geraldine picked up the cap and answered, "It seems to fit perfectly. Thank you, and I'll be sure not to lose it."

Pick out words, like **forty-inch** or **beginning**, to practice especially thoughtfully. Phrases, like **has been**, **next June**, **to make**, **to have**, are also useful.

(25 rate)

THE MODEL BOAT

Lawrence has been making a forty-inch model motorboat this semester. He built it in the woodshop. He is now beginning to paint the hull and the cabin. It will be white with blue trimmings. White is a common color for motorboats. Lawrence plans to have his boat ready for the races next June. He hopes to make a good showing, but does not expect to break any records.

A common mistake is to use **froze** with an auxiliary, as **has froze**. Never do it. Don't favor your finger on **z**. Make the exclamation mark the short way.

(25 rate)

WORDS TO WATCH

freeze, froze, frozen

Freezing weather brings frozen lakes and streams. When Lake Frances is frozen over, it makes grand skating. One winter the lake froze so hard that the ice was nearly a foot thick. It remained frozen solid for almost five weeks. What a treat for all those who love winter sports!

Tap so evenly that all the letters on your paper are equally black. Don't start a new line after get.

(25-30 rate)

COMMON WORDS

said only well am these tell even made know year before long
sincerely sent us give Mr. like next want hope old love every
shall find men most such today must way first new seem morning
school great wish home feel glad never three much how until many
put get

The puppies will be happier if you put them on the back porch.

Have your fingers learned f and g thoroughly? Write this story confidently and evenly, and then if you miss any words containing f or g, master them at once.

(25 rate)

FISHING

Fred Graham finds it is great fun to go fishing up Goat Creek. If he finishes his work early he can often leave at four in the afternoon. He walks along the gravel highway as far as the tollgate, then goes across Grandfather's grain-field to his favorite fishing ground. Sometimes four or five of his good friends are glad to go with him. The fish are fried over a campfire. If the catch is good, they often give a few of the best to Grandfather. When the fishing has been good, they go home singing and whistling. Since Fred is a fairly good fisherman, the neighbors often hear him gaily whistling.

Dictate the hyphen as evenly as the letters. The dictionary will tell you where to divide words at the end of the line. In the second line, tap the r, backspace once, press down the shift key, and tap the underscorer without looking up.

(25 rate)

OYSTERS

There is an old idea that oysters are not good to eat, except in the months whose names contain an r. If this were true, we could eat oysters in September, October, November, December, January, February, March, and April, but could not eat them in May, June, July, and August. Of course this idea is not correct, for many people eat oysters the whole year round.

Copy these sentences, putting in the correct word. Do not underscore any words. Just insert the word that will make a good sentence. Deciding what word to use shouldn't bother either your reading or your typing. Double space between sentences, and leave 3 lines below the title.

COMPLETION TEST

eat, ate, eaten

1. Dan has _____ all the candy.
2. Did the dogs _____ all their supper?
3. Dad _____ in the dining car on his long trip.
4. Carl _____ and _____ until he had _____ all the popcorn.
5. He should not _____ so fast.
6. Did you _____ your dinner out in the rain at the picnic?
7. Henry stayed out of the pool an hour after he had _____.

Do you warm up systematically and intelligently at the beginning of each class period?

This is the first chapter of a continued story which you will enjoy writing. Keep up your rhythm and don't worry. How do you make the exclamation mark? Hit the space bar twice after the exclamation mark.

BLUE MONDAY

(25 rate; 5 min.)

It was just ten o'clock. There was a whole hour before Janice had to go home for lunch. Janice, in a green sweater, and Margaret, in a red one, were sure because they had gone down into the basement, where Margaret's mother, in a blue apron, was washing some clothes. And she had looked at the little round clock that stood on the shelf in the washroom.

A whole hour to play! But Janice and Margaret didn't know what to do! They had romped on the grass with Little Lindy, the fat brown puppy. And they had wrapped themselves in a fuzzy brown blanket and played they were bears, crawling all over the yard on their hands and knees.

(To be continued)

RHYTHM LINE

It is not as hard to do work we like as work we don't like.

(25-30 rate)

You've made such good progress that you can finish four lines in 2 minutes now, if you don't waste any time. Is there spare time between all your strokes?

(25 rate)

HELP IN SPELLING

My typewriter helps my spelling. I think I take a much more careful look at the order of the letters; or perhaps since I've taught my fingers to type so many words correctly I don't have so much on my mind. I can center my attention upon the spelling, for I do not have to think of the shapes of the letters, and do not have to worry about such things as spaces between letters and the proper slant.

Surely you can write this story truthfully! Teach your fingers to write these long words smoothly and correctly: typewriter, right-hand, carriage-return. Double space between paragraphs, and indent.

(25 rate ; 4 min.)

MY TYPEWRITER

I already know the names of many parts of my typewriter and how to use them. All of us spin the right-hand black knob to put in paper, and this week not a single typist has forgotten to use the release to take out the paper.

The space bar, the shift lock, and the carriage-return lever are all old friends. I can set my own margins, too. The bell warns me of the end of the line, and I never make it sound like a fire alarm. I know how to reverse the ribbon if it does not reverse itself, but I never play with it.

Space once after the period following the numbers. Whenever you notice your fingers haven't learned a word, teach it to them before your teacher has to remind you.

(25 rate)

COMPLETION TEST

fly, flew, flown

1. Hundreds of ducks _____ in from the marshes.
2. We _____ from Tacoma to Portland in two hours.
3. In the fall, thousands of geese _____ south.
4. How many women have _____ across the Atlantic Ocean?
5. Our kite had _____ for an hour before we pulled it down.
6. The flag is _____ at the stern on all ships.

Now that you can type so much better, stories and articles will be more and more interesting. Don't worry about mistakes the first time. In the second line in the last paragraph, strike C, back-space, underscore, and then tap the period.

(25 rate)

THE HARMONICA

I

Up to the beginning of this century, the harmonica had been used chiefly by men and boys who found themselves in situations where larger musical instruments could not be used. Since that time, it has become popular in thousands of clubs, and in Boy Scout, Girl Scout, school, and playground groups. Even churches and Sunday schools are now using this instrument successfully to build up interest in music.

Harmonicas are supplied in several keys. Beginners usually will do much better to secure an instrument in the key of C. Be sure that your first harmonica is a suitable one. Consult your music instructor for advice and assistance in choosing one.

Read these words correctly and write them exactly the way they should be. Train your fingers to be reliable on o's.

(25-30 rate)

SPECIAL DRILLS o

blow body book both box boy cold color copy corn cost could cross
do. doctor don't down drop floor folks follow foot for form from
front go gold good got grow hold hot how know known long look lost
lot low month most no noon north not now o'clock of off old on
only or own poor post prompt rock roll room school short should
show so soft sold son song soon sorry stop story strong throw to
told tomorrow too top town two who whom word work world would

By this time you have learned to indent by using your tabular key, and to center all titles. The habit of double spacing below titles should be well formed by now. Don't get the apostrophe confused with the comma. Continue to read carefully and to dictate evenly.

(25-30 rate)

BLUE MONDAY

They wanted to have a tea party, but Margaret's mother was sure that the only proper time for a tea party was in the afternoon. So she gave them some cookies, and Janice and Margaret spread the fuzzy brown blanket on the green grass, and sat down side by side to eat them.

Then Margaret's mother, in her blue apron, cut some long stalks of rhubarb for a pie. She gave Janice and Margaret the big, broad leaves to play with. They tied them on their heads with string, fastened in a bowknot under their chins. With the frilly part of the leaves in front, they made gorgeous bonnets. But the wind kept blowing them off and Janice and Margaret soon tired of tying them on again.

(To be continued)

HOW AM I GETTING ALONG?

Unit II
Week 1

There are several ways of measuring your progress or of answering the question you may be asked: How are you getting along in Typing?

No junior high school student needs to fail in Typing if he attends class regularly and co-operates reasonably well. This may be used to indicate how well you are getting along in Typing, after about five weeks:

| MASTERY AND USE OF | RANK |
|--------------------|-----------|
| 60-65 habits | Excellent |
| 55 | Very good |
| 50 | Good |
| 45 | Fair |
| Less than 40 | Poor |

In Unit II, it will be necessary to make several statements in order to answer the question completely and accurately. For instance, at the end of the fifth week, you may say:

- (1) I use 59 of the good habits and am mastering the rest.
- (2) I can make a good copy of a poem and a letter.
- (3) I can write seven lines of a new story in 5 minutes.

You really are describing your progress in terms of: **Habits or Skills, Performance, and Number of Lines Written in Five Minutes.** Suggestions in regard to measuring each of these will be made throughout the Unit.

PERFORMANCE

There should never be a time, now that you have learned your letter locations, that you cannot turn out a **good** copy of a selection, if you plan each stroke and use your good habits. The best time to do this is during the last half of the period, late in the week. Use a half-sheet of paper for each exercise, type clear through it without stopping, and **edit** your work carefully after you finish.

All Students

Smiles, pages 34 [350]

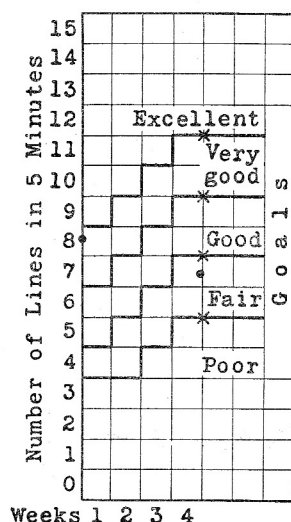
Letter, page 53

Rules of the Shop, page 43

Ambitious Typists

1. A book review (*see* Index)
2. Put 5 of the compound words, pages 35 [353], into sentences.

MEASURING STICK (Unit II)



NUMBER OF LINES

If you tap steadily, you will finish at least five lines in 5 minutes. This means about one line in 1 minute, two lines in 2 minutes, etc.

Stories vary in length. Your teacher will time you for different lengths of time, to see how closely you are writing the rate you meant to. Set a goal each time, and reach it.

A Measuring Stick like the one on this page is convenient for individual recording.

Five-minute drills on new stories are the only ones that should be marked.

Friday is a good day for marking your week's accomplishment, for you need the first four days of the week for "growing."

You can swing along smoothly on this poem. After a little practice, you can read it entirely by words. Notice the two contractions in the second stanza. Center the poem. Practice until you can make a good copy in 2 minutes.

VAGABONDS

Shoulders back,
Lift your feet,
The road is long
But life is sweet.

Swing your arms,
Raise your head;
The sky's your roof,
The ground's your bed.

Keep hearts light,
Stride along;
The world is gay
When you sing a song.

(45 words)

--Dorothy Knisely
(North Junior High School
Everett, Washington)

Help your teacher choose practice words from each new story for class drill. You won't miss the combinations **typ**, **ypi**, and **wri** if you get back to your home keys **immediately** after each stroke.

(25 rate)

THE WORKROOM

Malcolm and Wendell wrote their grammar lessons in the typing workroom this morning. The typing workroom is furnished with typewriters on which students are permitted to write their schoolwork. The boys wrote all their lessons in this room last Tuesday. By coming to school early, they are sure to find a machine to use. Writing lessons on a typewriter is more fun than writing them by hand. Only those who use their good habits in all their typing are coming to the workroom now.

Choose your favorite stories from Unit One to write quite often at your new faster rates. Isn't it fun to be able to get so much done? Take pride in keeping the rhythm and still writing well. **Concentrate** on your reading and **control** your fingers.

RHYTHM LINE

There are many times when your best would not have been enough.

(25-30 rate)

The quotation marks and contractions will need especially careful dictation. It will save time to use your tabular key for indenting because when there is much conversation, there are a great many paragraphs. Double space between paragraphs. (See **Brothers**, page 142.)

(25 rate)

BLUE MONDAY

"Let's cut up the leaves and make a pie," suggested Janice,
"one like your mother is making."

"All right, let's," agreed Margaret.

She got some old knives from her mother's cupboard, and they cut and cut until the big broad leaves were all cut into tiny green scraps.

In the basement, Margaret's mother was wiping her hands on a towel. Her hands were all pink and soft and crinkly.

"Oh, Mother, may we wash Virginia's clothes?" Margaret asked, forgetting all about the rhubarb pie.

"Why, yes, if they need washing," was the reply.

(To be continued)

Is hockey one of your favorite games? Be sure your fingers learn to spell **though**, **choose**, **half**, and **tired**. How do you know where to hyphenate words?

(25-30 rate ; 2 min.)

HOCKEY

The boys decided to choose sides and play hockey in the vacant lot. A vacant lot is all right for boys to play in, though they are likely to tear their clothes unless they are careful. After half an hour the boys were tired of hockey and came home to lie on the grass in the back yard.

Many times your typewriter will help you to write invitations like this one.

Decide the size of paper you should use and the width of your margins. You'll not need a heading nor an inside address. Notice the punctuation **carefully**. Sign only your first name without any other closing.

Dear Mother,

You are invited to a
Mothers' Tea to be given by
the 7B Class on Thursday,
October 15, at 3:20 P. M.,
in Room 106.

Write clear through this story and then give special attention to any words containing t or c that you may have missed. Control your fingers.

(25 rate)

THE PACIFIC HIGHWAY

The Pacific Highway runs through the Pacific Coast states from Canada to Mexico. Tourists can cross from Canada into Washington, and pass through Seattle, Tacoma, and other cities and towns. One can cross the Columbia River by a steel bridge to Portland, Oregon, and continue up the Willamette valley. At Cottage Grove the concrete highway starts to curve and circle through the mountains past the cloud-capped cone of Mount Shasta, into northern California. The tourist can then choose either the central route through Sacramento and Stockton, or the cooler route along the coast through San Francisco. The highway at present ends at Tijuana, Mexico.

If you have trouble keeping up with the beat when it's at 25 or 30, it is probably due to one or more of these things: (1) you don't let every key go at once; (2) you've put off requiring your fingers to remember their letters; (3) you are trying to help your fingers with your eyes.

Read through this story before you type it, and decide which words you will insert. There is no underscoring in the paragraph in its final form. Every person in the class should practice until he can make a good copy in 3 minutes.

(25 rate)

COMPLETION TEST

teach, learn

Next Saturday there will be a fine chance for every boy to _____ to swim. _____ to swim is not as hard as _____ arithmetic. The good swimmers will be expected to _____ one or two beginners. Swimming cannot be _____ at home in the bath tub. Did you ever hear of anyone trying to _____ a dog to swim?

Everybody in the class must tap on every beat in this story. Get back from the bottom row quickly. Quite a number of the words will need special drill. Master them as soon as possible. Come back to this story every day or so until it isn't hard any more.

(15-20 rate)

A CAMPING TRIP

Mack, King, and Mickey viewed the queer covered wagon and the quiet driver. They realized that it would take more than jersey jumpers and mackinaw jackets to keep them warm in this November breeze. It was their judgment that this queer taxi drawn by mules would not quite take a prize for beauty. But a very important question just now was whether or not to quit the freezing camp. They voted they would seize upon the invitation to ride to town even if the next wagon were drawn by oxen. In six or seven jumps they were by the queer little wagon ready to join the quiet driver. An ax in one of their packs grazed one of the mules. Had they known about mules, they would not have been amazed at the way he kicked at them.

(To be continued)

Practice this line from memory frequently. Twice in one minute is your first goal.

(30 rate)

RHYTHM LINE

To see what is right, and not to do it, is want of courage.
--Confucius

An eighth-grade pupil wrote this interesting book report. Perhaps you have read the book or seen the movie. One space follows the period in Mrs. and Mr.

(25 rate; 5 min.)

MRS. WIGGS OF THE CABBAGE PATCH

by Alice Caldwell Hegan

This humorous but pathetic story introduces us to the poor folk of Shanty Town. Mrs. Wiggs is a widow with a family of five. In spite of her poverty, Mrs. Wiggs is the angel of the Cabbage Patch. She always has a kind, cheery word for everybody. Jim, the oldest boy and the chief support of the Wiggs's household, dies and leaves his mother with small Billy and his three sisters. However, as in all good books, these deserving people are cared for, and the dear Mrs. Wiggs and all the little Wiggsses find happiness. You will like the way the story ends, and you will also enjoy meeting Mr. Bob and the Christmas Lady.

If you have practiced the earlier lists of Common Words faithfully, you can write them smoothly and correctly as whole words whenever you meet them. Learn these just as well.

(4 lines; 2 min.)

COMMON WORDS

(25-30 rate)

into let yesterday come ever girl also where while did little
look afternoon Miss those too man own receive soon once street
ask down yet see since cannot help away course call through meet
people another number place Sunday use church sure anything hour
children don't four kind nothing off

Are you enjoying these articles? Don't allow E's to get mixed with A's or O's. When there are italics, write the letter or word first, then backspace and underscore without looking away from your book.

Use capital i's to make the Roman two (II).

(20-25 rate)

THE HARMONICA

II

Using the left hand, place the harmonica in the mouth, with the lower keys to the left, and the lips covering the first four keys. Lay the flat of the tongue against the first three holes. The air can get into the fourth hole, but not into the others. Blow gently and steadily into the fourth hole. This makes C or Do on the singing scale. Next draw the breath gently inward through the same hole. This note is one step higher, D or Re on the singing scale.

The next higher notes are made by moving the harmonica a trifle to the left, and covering the second, third, and fourth holes with the flat of the tongue. The air can now pass through the fifth hole. Blowing out makes the third note, E or Mi on the singing scale; and drawing inward makes F or Fa.

We have now learned that each key makes two notes, one when the air is blown through the hole, and a note one step higher when the air is drawn inward through the same key.

Good typing means that you finish any one stroke in time to plan the next one. Nothing should happen to your rhythm, even on the apostrophe, the carriage return, the backspacer, the quotes, or the underscore. There's no time to look up.

Are you in control of your fingers at all times — even when you imagine your neighbor is ahead of you?

Your typewriter can be your helper in copying poems to paste in your scrapbook. Or you could type them on loose-leaf pages. Never omit the author's name.

(25-30 rate)

SUMMER EVENING

I'd like to thank you,
Little stars,
For lighting our way home.

But you won't heed me.
You're too busy
Flirting with the moon.

--Alice Bremer (26 words)
(Roosevelt High School, Seattle)

Plan the fingers you will use for the numbers and the parentheses, and then don't stop or look away from your book when you type them. Have you mastered the semicolon? Be the kind of person who uses good habits without being reminded.

(20 rate)

PROPER NAMES

We learned a long time ago that proper names always begin with capital letters no matter where they may be placed in a sentence. In typing them we keep our rhythm even and get the capital on the line. Here are some examples of proper names:

(1) names of persons, as Thomas Edison, Franklin D. Roosevelt;
(2) names of particular places, as Chicago, Mount Blanc, Hawaii, Australia, Montana, Pacific Ocean; and (3) names of the months and the days of the week, as September, December, March, Tuesday, Wednesday.

Good typists **never** strike one letter over another no matter **what** they're writing; they write steadily until they finish their work; and then they master the words that were troublesome. When typing schoolwork or personal letters they mark the mis-struck letters in pencil just above them, and make a final draft if there are so many editing marks that the appearance of the paper is spoiled.

How should you make a Roman three (III)? Notice that neither the comma nor the period is underscored. Keep the dictation even in line six. You can backspace and underscore now without looking up. Be sure the right finger is responding at once when you see an o.

(20 rate)

THE HARMONICA

III

Now you are ready to learn the next two notes. Move your tongue over until it covers the third, fourth, and fifth holes. Blowing out produces G or Sol, and drawing in produces A or La. Before you go further, practice these six notes until you can produce them in order without hesitation. Think Do, Re, Mi, Fa, Sol, La as you run up the scale.

Move up to hole number seven. The next two notes are produced in the same way as before, but the draw comes first this time. B or Ti is the result of drawing the breath in, and upper C, or upper Do, is made by blowing out.

Play the scale up and down until you are able to produce all the eight notes of the scale without mistakes. Success comes only from much faithful practice.

Remember that we use **may** when we are giving or asking permission, and **can** to mean **able to do** something. Read by words and practice this paragraph often.

(25-30 rate; 2 min.)

WORDS TO WATCH

may, can

May I change my seat so I can see better? Yes, you may. You can see better over here. You may take this seat every day if you wish. Always try to find better light unless you can see well. Take good care of the eyes, for we can never replace them.

Please come over before seven o'clock if you find that you can.

If you must turn your paper over in the midst of the Monday fun, do it without wasting any time or motion. Drill afterwards on the words that troubled you.

(25-30 rate)

BLUE MONDAY

So Margaret emptied her whole trunk of doll clothes on the grass and got a pan of warm water and some soap. Janice brought a low box from the basement to use for a wash bench.

It was great fun. Margaret's mother fixed a low clothesline for them by sticking a spade deep in the ground and tying one end of a rope to it and the other to the house.

Then Margaret's mother pinned her snow-white towels and sheets and pillowcases to the high wire clothesline. And as fast as Janice rinsed the tiny dresses and aprons, Margaret pinned them to the low clothesline with her own small clothespins. Before long, snow-white clothes on the high wire line, and pink and blue and white clothes on the low, rope line were all fluttering and flapping in the breeze. Margaret had pulled pretty hard on the rope clothesline, and the spade leaned a little. But it did not matter as the clothes were not touching the grass.

(To be continued)

It probably will be several weeks before anyone in your class can finish this story in 5 minutes. Come back to it every once in a while and you'll discover that you can type much longer without getting tired. As your good habits become more automatic, you lay aside those poor habits that waste time and effort.

Note the differences between this letter and the one on page 51, especially in regard to the salutation and closing.

Your School
City, State
Today's Date

Dear Marjorie,

We are writing letters in typing class today. Most of the students are writing to others who are absent. I am sorry to hear that you have the mumps. Do you have them on one or both sides? I remember from last year that it is no fun to be all swelled up.

If there is anything I can do for you--get lesson assignments or bring your books--please let me know.

Your Pal,

If you have practiced the Words-to-Watch paragraphs thoughtfully, you will have no trouble deciding which word to choose. Capitalize the first word of each sentence.

(25-30 rate)

COMPLETION TEST

don't, doesn't

1. He _____ see his mistake yet.
2. It _____ matter very much what you do first.
3. You'll have to pull hard; the door _____ open easily.
4. _____ potatoes grow in Alaska?
5. This program _____ give the names of the actors.
6. _____ disturb the baby. She _____ sleep very soundly.
7. _____ typing improve the appearance of your papers?
8. We _____ want to go yet. It _____ get dark until eight.

Did you tap your numbers correctly **without looking**? Do you **always** leave two spaces between sentences and put the title in "caps"?

If you have learned your a's and o's well, it will be easy to concentrate on e's. Practice these words often, at your best rate.

SPECIAL DRILL (e)

(25-30 rate)

be bed been best better between December deep dress cent egg
else end enter even ever every except expect eye feel feet
few fresh get glee green he held help her here herself keep
knew left length less let letter me meet men need never new
next pretty present red refer remember rest see seem seen
send sent September serve step set seven sleep spend street
sweet tell ten the them then there these they three very we
week well went were west when where whether yes yet

This is a news item from a school paper. In newspaper copy, the rough draft is edited with pencil, and a second or third draft made when necessary. Take pride in arranging your work attractively and spelling all words correctly.

SNIPE VISITS SCHOOL

For the last few days Mr. Elliott's science room has been the home of a little gray snipe. Its apartment was an overturned wastebasket. This same wastebasket had just been vacated by a muskrat that had been visiting us for a week. The snipe spent most of its time walking round and round its small room, and it seemed to be especially interested in the proceedings of the science class. The class voted that it should be considered a visitor, not a prisoner. So after both the snipe and the scientists had learned all they could from each other, it was escorted to the open air and allowed to go on its way.

* * * * *
* TIMOTHY TYPIST SAYS *
* A strike-over is like a poor excuse; *
* it doesn't fool anybody. *
* * * * *

MEASURING MY PROGRESS

Unit II
Week 2

PERFORMANCE

A **good** copy of a selection doesn't "just happen." It is the result of careful dictating and concentration. As you learn your letters better, and waste no time by stopping or hesitating, you will get more good copies done in the time for Performance Tests. The extra suggestions are for the best workers and for those who may have time to type after school or at home.

All Students

The Weather, p. 41
Letter, p. 51
Definitions, p. 46

Ambitious Typists

1. A poem or book review of your own choosing.
2. Type 5 sentences containing homonyms, pp. 270, 271.

NUMBER OF LINES

The sample Measuring Stick on page 61 is marked to indicate certain goals at the end of the Unit. Those steps might not exactly apply to you. For instance, you might jump more than one line a week. You might start in the **Fair** group and, by learning to work better, finish in the **Very Good** group.

Be sure you advance **at least** one line a week. Pick your goal for this week, and the next two weeks, and then strive to get there. **Learn your letters better.**

COMPLETION TEST ON THE NAMES OF PARTS OF THE MACHINE

There are several ways to use this completion test. Answers may be given orally, in unison. The complete statement might be typed by the entire group. Test sentences could be read aloud by one individual and then typed by the group. You have a good working knowledge of these parts and should use their correct names. Notice that one of the answers is used in two of the statements.

Paper

1. When putting in my paper I place it against the **paper table**, next to the ____.
2. It moves over the roller or cylinder when I spin the right-hand ____.
3. When taking my paper out of the machine, I loosen it with the ____.

Carriage

4. The part of the machine which carries the paper and which moves (from right to left as I write) is the ____.
5. To move the carriage quickly and quietly when I'm not writing, I use the ____.
6. In order to begin another line I return the carriage with the ____.

Spacing

7. To space between **words** I use the ____.
8. To space between **lines** I use the ____.

Capital letters

9. To make a capital letter I use one of the ____.
10. To make solid capital letters, as in titles, I use the ____.

Answers

Shift keys
Carriage
Space bar
Paper-release lever
Cylinder knob
Paper guide
Shift-lock key
Carriage-release lever
Carriage-return lever

Be self-reliant and turn out good copies of this poem. Indent every other line.

CALL OF THE WOODS

(25 rate)

I must go back to the woods again,
To the chattering stream and the pine,
And all I ask is a windy day
And the air that snaps like wine,
And the trees' wail, and the winds' sweep,
And the brown leaves rustling,
And the first star o'er the tree top
And a cool dusk waiting.

(54 words)

I must go back to the woods again,
For the call of the fleeing cloud
Is a lone call and a sad call
That may not be denied;
And all I ask is a quiet path
With heavy shadows shifting,
And the tall brake and the thick brush,
And the branches sighing.

(105 words)

I must go back to the woods again
To the lonely hermit life,
To the dove's way, and the deer's way
Where the sky's like an azure bowl;
And all I ask is a lonely hut,
Near a murmuring sylvan stream
And a peaceful sleep, and a pure thought
When the long day is over.

(160 words)

--Dorothy Morrow
(Roosevelt High School, Seattle)

Went is always used without an auxiliary. **Gone** is found with helpers. Practice until you can write a good paragraph in 2 minutes.

WORDS TO WATCH

(25-30 rate)

go, went, gone

Has Bill gone to the game yet? I went past his house, but he had already gone. His sister did not know which way he went. I hope he has not forgotten that we planned to go to the ball game. Perhaps he was tired of waiting and has gone on ahead.

If you cannot write these four lines in 2 minutes, and do it well, then you must spend more time on learning your letters; and you must do it at once!

Writing the names of these states will show how good a typist you have become. The capitals must be on the line and the spelling correct. Review them often.

(25 rate)

STATES

Alabama Arizona Arkansas California Colorado Connecticut
Delaware Florida Georgia Idaho Illinois Indiana Iowa Kansas
Kentucky Louisiana Maine Maryland Massachusetts Michigan
Minnesota Mississippi Missouri Montana

Here is the last installment of the odd adventures of these three boys. If you have learned well the least-used letters, none of the words in the story will worry you at all. Word drill from the board and practicing on the table at home will help.

(20 rate)

A CAMPING TRIP

Mack, King, and Mickey covered themselves with canvas. Their frozen feet became warmer as they began their jaunt down the zigzag road toward town. They did not see how one can become quite dazed from warmth, after nearly freezing for over a dozen hours in a zero breeze. King requested that he be allowed just to doze away between two boxes of books. Mack said he was as lazy as a baby bear in the zoo. They were so exhausted they expected to sleep extra well the whole way home. As the mule team jogged down Sixth Avenue, King awoke and realized they were home at last. Their mothers told them that warm liquids fill frozen boys with vim and vigor. Without quibbling everyone agreed that to avoid being victims of winter weather next time they would camp on Monkey Creek from June sixteenth to July sixth.

(The End)

Double space four times in this letter. Where? Notice the comma in the salutation. Leave white space at the top of the page and try to get your side margins even. Practice **Wednesday, Sincerely,** and appreciate.

Your School
Today's Date

Dear Mr. Brooks,

Would it be possible for two boys from your MAGIC CLUB to come to the JUNIOR HOBBY CLUB next Wednesday at Club Period, and tell us some of the things your club is doing? We meet in Room 118.

We would appreciate it very much.

Sincerely yours,

Your Name

Phrases that may need extra attention are: **twelve o'clock**, and **own home**. Don't forget that quotation marks always follow periods and commas in conversation. What mischief do you suppose the puppy has been into?

(25 rate)

BLUE MONDAY

At twelve o'clock Margaret's mother came to the door and told Janice that it was time for her to skip down the alley to her own home for lunch.

"Come on in, and bring Little Lindy," she told Margaret.
"Lunch is on the table."

Margaret went in to eat her lunch. But she was so hungry she forgot all about bringing Little Lindy inside. Just as she was drinking the last drop of milk from her glass, she heard someone call.

"Margaret! Margaret! Come, quickly!"

(To be continued)

Perhaps you, too, have felt like this on a winter evening. Your typewriter will help you share the books you have enjoyed with your classmates or the friends to whom you write letters.

THE BEST OF ALL

An interesting book,
A deep easy chair,
A nice cozy fire,
What else can compare?

(27 words)

--Etheljane Cohoon
(Stewart School, Tacoma)

Your typewriter can help you to keep neat records of meetings. It is impolite to spell people's names incorrectly. Type evenly.

(25 rate ; 6 min.)

MINUTES OF THE STUDENT COUNCIL

(Today's Date)

The Council met at nine o'clock at Club period. The President, Jean Delmore, opened the meeting, and asked the secretary to read the minutes of the last meeting, and call the roll. The minutes were approved. All the members were present.

The Red Cross campaign was then talked over. Dorothy Royn told of the ninth-grade plans. Letty Shaffer reported for the eighth grade, and Jerry Donovan for the seventh. Our adviser suggested several ways to stir up more interest and enthusiasm.

The assembly committee was asked to interview the officers of all the dramatic clubs, and see if some good plays could be worked up for assemblies.

The meeting was adjourned at 9:45.

Your Name

This kind of item often appears in school papers. Use quick strokes and the right finger on the numbers and quotes. There is only one space after a period with initials.

(20 rate)

LOST

White gymnasium shoes with the initials "M. E. S." on the inside of the tongues. They were mislaid in the upper hall of Stewart School, last Thursday in the afternoon. Anyone returning them to Room 211 will receive a reward of forty cents.

Place capital letters where they belong when you type the following story. Lock the shift for the name of the magazine and the name of the ship. Twenty-five other words will begin with capital letters.

(25 rate)

PLAYING COLUMBUS

sometimes on rainy days helen, dorothy, tommy, and i put on plays and pageants in our basement. daddy and mother helped us build a little theater with seats and a curtain. one day we put on a play we found in child life. it was about the landing of columbus. the first act showed him leaving spain; the second act showed him landing on the tiny island of san salvador from his ship, the santa maria. tommy was columbus, and helen and dorothy were indian women. i was the indian chief. we asked mother to be queen isabella, but she said she could not, because she had no jewels to sell.

Your typewriter will be a better helper in business letters if you have formed the habit of writing the heading and inside address correctly. Dictate evenly. Are you spelling **Gentlemen** and **Very truly yours** correctly? Are you sure of the colon?

Lima, Ohio
Today's Date

Libby, McNeill, and Libby
Welfare Building
Chicago, Illinois

Gentlemen:

Please tell me how I can get Boy Scout equipment without cost. I would also like a free Scout sticker for the windshield of my dad's car.

Very truly yours,

Your Name

No matter **what** you are writing, never be careless. The following paragraph will help you to be sure you know how to use **rise**, **rose**, and **risen** correctly.

(25-30 rate ; 3-4 min.)

WORDS TO WATCH
rise, rose, risen

Just as the sun was rising across the valley, the two boys rose from their camp cots. Yesterday they had not risen early enough to see the sun rise. Now they raised the door flap of their tent and stepped out. A gray mist was rising from the valley, but above the mist the sky was clear. As the sun rose over the hills the gorgeous colors in the sky gradually faded. They went slowly back through the tent door they had raised and set about getting breakfast.

Perhaps your typewriter will be your helper in writing little original verses.

LOST KITE

Oh, once I had a splendid kite,
Its tail was very long;
I took it out to fly one night,
Because the wind blew strong.

It caught upon a tree top,
And there it chose to stay;
It wrapped its tail around a limb
And still is there today.

(47 words)

--Mabel Pikulich
(Stewart School, Tacoma)

It would be interesting to keep a separate word list for the *Harmonica* stories.

(25 rate)

THE HARMONICA

IV

It will be fairly easy now to find the notes that are made with the remaining holes of the harmonica. Remember that the tongue covers the three holes below the one you are using. The seventh hole gives upper C or Do, when the air is blown into it. Pass to the eighth hole. Drawing in gives D or Re. Blowing into the eighth hole gives E or Mi. The ninth hole gives F or Fa when the air is drawn in, and G or Sol, when it is blown out. Draw in through the tenth hole for A or La. Ten-hole harmonicas do not have B or Ti, in the upper register. The highest note is C or Do. The three lowest holes are generally used only for the accompaniment.

If you have practiced until you have learned all the notes, you will want to try simple airs. You will be able to play these by using what you have learned in music classes about scales.

By writing steadily you should finish this chapter of *Blue Monday* in 6 minutes. The puppy did a lot of damage, didn't he? Learn the words you need now.

(6 min.)

BLUE MONDAY

Margaret jumped up and went rushing through the back hall, down the stairs, and out the back door. And there was Janice chasing the fat, brown puppy all over the grass. Little Lindy was holding his brown head as high as he could to keep from tripping over the pink doll's dress in his teeth. He looked so funny Margaret should have laughed at him, but she didn't. She began to cry instead. For, of the whole fluttering row of doll's clothes left on the low rope line to dry, that pink dress was the only one left. All the other dresses and skirts were torn into pink and blue and white scraps by Little Lindy's sharp teeth.

Janice and Margaret chased him over the grass until they caught him and rescued the pink dress. But by that time it had a long tear in it.

(To be continued)

Try a 30-stroke line for this *Foreword And Dedication*. Use a block form, in which you double space between paragraphs, but do not indent. Have the margins even.

FOREWORD AND DEDICATION

This little book is an account of the life and duties of an Air Hostess and the kind of preparation she needs to make a success of her career.

I have tried to make this book one of the nicest things I have ever done, because I am dedicating it to Mother, whose love and kindness and wisdom have guided me better than I can yet realize.

Perhaps your mother keeps her recipes on cards. On your typing paper you can type card size by beginning the columns at 35 and 50, with the left margin set at 25. Write from dictation first.

COCOA

| | |
|--------------|-------------|
| 4 tbs. cocoa | 1 cup water |
| 2 tbs. sugar | 3 cups milk |
| Dash of salt | |

Mix cocoa, sugar, salt, and water in saucepan and place over heat. Stir until smooth. Boil 2 minutes. Add milk and heat over slow fire. Do not boil. Serve at once. Serves 4.

A seventh-grade student wrote this story. The girls should head their papers as for Sewing Class. Even if the boys can't sew, they can type the story correctly. **Every** person in the class must finish in 5 minutes or less.

(25-30 rate)

THE FRENCH SEAM

Of all the seams I have learned to make in clothing classes this year, I like the French seam the best. To make this seam, you must put the two wrong sides of the cloth together and baste down about a quarter of an inch. Then stitch and trim edges to within an eighth of an inch of the stitching. Turn the seam over, baste, and then stitch on the wrong side. In this way, stitching does not show on the right side. The French seam is a very good seam, as it is neat and strong, besides being quite easy to make. The French seam is used to sew the seams of wash fabrics or any cotton material.

Since you know where the apostrophe belongs, this test will be easy. Capitalize at the beginning of every sentence. Do not underscore.

(25-30 rate)

COMPLETION TEST

its, it's

1. _____ almost time for us to go.
2. Do you know _____ nearly nine o'clock?
3. I do not like this book. _____ print is too small.
4. Have you seen our new car? _____ a sedan.
5. _____ color is a dark gray, with maroon trim.
6. _____ seats are so soft that when we ride _____ just like floating.

An eighth-grade boy wrote this book review. After you write through it once, check your copy carefully with the one in the book.

THE GIRL OF THE LIMBERLOST

THE GIRL OF THE LIMBERLOST, by Gene Stratton Porter, is a story of life in the flood lands of Indiana. The plot centers about a girl, Elnora, who is ambitious to get an education, and collects moths and butterflies in order to get enough money to take her away to school. Her money is stolen, but it is returned to her later. All her life she has been discouraged by her mother, who has never understood her and perhaps has never truly loved her. Her soul grows in beauty in the heart of the great outdoors.

* * * * *
* TIMOTHY TYPIST SAYS *
* Treating a typewriter roughly is *
* as bad as offending a friend. *
* * * * *

MEASURING MY PROGRESS

Unit II
Week 3

PERFORMANCE

Edit your **good** copies carefully with a sharp pencil, and then if you decide that there are too many editing marks make another copy. Have your letters as correctly written and spaced as if you were going to mail them. People who rush at things helter-skelter rarely do good work. Proceed calmly and confidently.

All Students

Vagabonds, p. 62
Letter, p. 51
Completion Test, p. 57

Ambitious Typists

1. Define 5 pairs of *Words Often Confused*, p. 268, according to suggestion #4 on that page.

NUMBER OF LINES

If your line doesn't go up each week on your **Measuring Stick**, something is the matter. Have you attended school regularly? Have you stepped along rhythmically all week? Have you learned letters and words each day that you didn't know? Did you work **steadily** for the full 5 minutes?

DISTRIBUTION

Your teacher will get a quick picture of your accomplishment by distributing on the board the number of lines you finish in a series of two-minute drills:

| No. Lines | No. Students | | | |
|-----------|--------------|----|----|----|
| | Drill | | | |
| | a | b | c | d |
| 6 | 1 | 0 | 3 | 2 |
| 5 | 2 | 2 | 1 | 2 |
| 4 | 5 | 4 | 3 | 6 |
| 3 | 12 | 13 | 14 | 13 |
| 2 | 7 | 8 | 6 | 5 |
| 1 | 2 | 2 | 2 | 1 |
| | 29 | 29 | 29 | 29 |

Where is the upper half of the class? Where are you?

ANSWERS TO COMPLETION TEST, p. 73

Point to each part as someone calls it off.
The machine needn't make any noise

1. Paper guide
2. Cylinder knob
3. Paper-release lever
4. Carriage
5. Carriage-release lever
6. Carriage-return lever
7. Space bar
8. Carriage-return lever
9. Shift keys
10. Shift-lock key

A QUICK REVIEW

Do you use the shift key for ____?

Do you reach up or down for ____?

1. The apostrophe
2. The semicolon
3. The question mark
4. The underscore
5. The quotation marks
6. The colon
7. Y
8. b
9. z
10. X

How many spaces after:

1. The comma?
2. The semicolon?
3. The colon?
4. The period following numbers?

How many:

5. Spaces between sentences?
6. Spaces do you indent for paragraphs?
7. Hands do you use in returning the carriage?
8. Spins to insert paper?
9. Spaces between paragraphs?
10. Hyphens to form the dash?

Words like **known**, **supreme**, **conquered**, and **ever-present** will need careful dictating. Plan every stroke or every word.

(20-25 rate)

LINCOLN

Stalwart, rugged, kind and brave
Blessed the white man, freed the slave,
Lived an earnest, honest life,
Battled, conquered in the strife.
Man of ages, man supreme,
Dreamt that some day maybe he
Would set the toiling black man free.

Man of wonder, man of might
Ever-present in our sight,
May we lead a life like you,
Kind and simple, pure and true!
Known to you and known to me,
Known to those he lived to save,
Known to all as HONEST ABE.

(95 words)

--Leonard Anderson
(LINCOLN NEWS, Lincoln High School, Tacoma)

You will now be doing more and more composing, especially if your school has a typing work-room. Who will finish this story in 2 minutes?

(25-30 rate ; 2-3 min.)

COMPOSING

Composing is different from copying out of a book or from handwriting because I make up what I'm writing as I go along. Watching what is coming out on the paper helps me express my ideas more clearly. The more words my fingers know as whole words, the better I will be at composing on the typewriter.

Continue to warm up with at least two lines of two-letter and three-letter combinations (pp. 244 and 245). As you learn your letters better, your teacher will increase the rate of writing. Have spare time between strokes at every rate. Repeating a line of these combinations two or three times will enable you to check quickly on the reliability of your fingers.

You don't need to master the names of all the states as word wholes, but you **should** learn to get the letters in the correct order by dictating carefully. Don't hurry the capitals. Do not start a new line after **Wyoming**. Hyphenate correctly.

(20-25 rate)

MORE STATES

Nebraska Nevada New Hampshire New Jersey New Mexico New York North
Carolina North Dakota Ohio Oklahoma Oregon Pennsylvania Rhode
Island South Carolina South Dakota Tennessee Texas Utah Vermont
Virginia Washington West Virginia Wisconsin Wyoming

The girls do have troubles in this installment. Are you indenting for paragraphs now without looking up? If you notice the punctuation, it will help you in your own work. No one will need more than 5 minutes if he works steadily.

(20-25 rate)

BLUE MONDAY

"What's the matter?" asked Margaret's mother, coming out to take down the clothes.

"Oh, Mother, Little Lindy tore up all of Virginia's clothes, and now she hasn't any clothes left," answered Margaret. "Not a dress, or a skirt, or anything."

Margaret's mother thought and thought, and then she had an idea. "How long can Janice stay this afternoon?" she asked.

"Until four o'clock," Janice answered.

"Then," said Margaret's mother, "I have a plan."

(To be continued)

Your typewriter will respond to the way you treat it. Confident, quick, steady motions are sure to produce the effect you wish. Don't be an indecisive person who lets his fingers get out of control and then blames his typewriter.

You must be quite expert if you've followed the directions in these articles. Don't neglect to master the little words as well as the longer ones.

(20-25 rate)

THE HARMONICA

V

You know how to run the scale in two octaves, from lower C to upper C, in single notes, and you probably can play simple tunes. Now put the tongue upon the three lower holes, as before, leaving the fourth one open. Blow gently, and as you blow, lift the tongue up and put it back in time to the rhythm of the tune—one, two, three, four. The three notes will sound as a chord as the tongue is lifted. In two-four time, the tongue will be lifted and returned twice in a measure; in three-four time, three times.

The tongue acts as a timekeeper, and allows the three lower notes to sound an accompaniment to the upper note, which carries the time. The notes on the harmonica are so arranged that the proper chord sounds whether the notes are made by blowing through the holes or by drawing the air back.

Finish each statement and spell all words correctly. Don't forget the period at the end of each sentence. Get the numbers right without looking.

GEOGRAPHY TEST

1. The government of France is headed by (a king, a president, an emperor, a dictator).
2. Switzerland is a country of (plateaus, mountains, plains, steppes).
3. The Baltic Sea borders on (Norway, Germany, Belgium, Portugal).
4. The League of Nations meets at (London, Rome, Geneva, Moscow).
5. Dublin is the largest city in (Scotland, Italy, the Irish Free State, the Netherlands).

Revolutionist is a good word to type smoothly at your fastest rate. When you are writing book reports, edit the first draft and then see how much better your work is.

(25 rate)

THE YOUNG REVOLUTIONIST

How would you like to be handed over to the priests of a Chinese temple, and know that you never again would get outside of its massive gray walls? That is what happened to Kosen, a young Chinese boy. His family was allowed to see him only once a week, and his younger sister could not always come even then, for it pained her to walk to the temple on her tightly bound feet.

Kosen loved his smaller sister dearly, and he grieved that she had to suffer so. He made up his mind to get out of the temple as soon as he could, and help her. He met a little crippled boy named Fah Lee, and with him planned to escape. They managed to get away from the temple, joined a band of revolutionists, and fought in a terrible battle.

THE YOUNG REVOLUTIONIST is the story of the adventures of these boys. The author, Pearl Buck, spent many years in the Orient, and knows how to make her queer characters intensely interesting to us.

Think through the next paragraph carefully and put the ideas into practice.

(2 min.)

SPEED

Speed in typing consists of the smooth, even tapping of letters and words, every one of which is planned. Writing that isn't under control is useless. The expert typist is always calm, unhurried, and confident. He uses his head as well as his hands.

In writing short biographical sketches, do you pick out just the most interesting facts to present? An eighth-grade boy wrote this for his Music class.

(5 min.)

CHARLES WAKEFIELD CADMAN

Charles Wakefield Cadman composed FROM THE LAND OF THE SKY-BLUE WATER, a song that is loved by all junior high school boys and girls. The music is based on an Indian melody. Mr. Cadman, very early in life, became interested in the songs of the American Indians. He spent a great deal of time on the reservation of the Omaha tribe, listening to their singing and flute playing, and making phonograph records of their music. Mr. Cadman was born at Johnstown, Pennsylvania, in 1881, and is still living.

So everything came out pleasantly after all! Later you may want to put all the installments together into one long story. Why doesn't here, in the first line, have a capital letter?

(5-6 min.)

BLUE MONDAY

"Now," said Margaret's mother, "here are some nice new pieces of blue and pink and white cloth, and needles and thread and scissors. You can spread the blanket here on the grass and make Virginia some new dresses and skirts and aprons."

So Margaret got her little sewing book with its little paper patterns all ready to use. All afternoon she and Janice measured and cut and sewed.

Then, at three o'clock, Margaret's mother brought out a tray with two little yellow cups, a little yellow pitcher filled with orange juice, some cakes, and raisins and mint candies.

So it wasn't BLUE MONDAY after all.

(The End)

This is the way in which two junior high school students are described by their classmates. Wouldn't it be fine if we all had personalities like these?

PERSONALITY

Personality is the peculiar personal way that one has learned to talk, walk, smile, do one's work, and treat others.

A Boy

(3 min.)

Bob Glenn has developed a pleasing personality, for he always speaks pleasantly to other people and about everyone. He appears neatly dressed, but never remarks about other people's clothes. He has a keen sense of humor and can take a joke as well as play one. He is always ready to help others, and never tries to embarrass anyone, or hurt anyone's feelings.

A Girl

(3 min.)

Betty Hartley has a fine personality, because she is pleasant at all times, and is easy to get along with. She is a good sport, whether she is winning or losing; she is polite, but never insincere; she is unselfish, controls her temper, and is always patient. She is ready to work when work is to be done, and ready to play when it is playtime.

Turn back to page 50 and write the poem from dictation. Edit the first draft by comparing your copy with that in your book, and then your teacher will dictate it again. Put the best copies on the bulletin board.

This is a good stunt to try at home on the lawn. Boys like it, too.

(25-30 rate)

ELEPHANT WALK

Did you ever try to walk like an elephant? Alice and I know how. This is the way.

We stand close together, facing each other. She puts her hands on my shoulders and jumps high, locking her legs tightly around my shoulders. I place my feet wide apart. Alice leans backwards until her arms and body hang loose. Then she swings her hands and head between my legs, taking hold of my heels. After that, I fall straight forward on my hands.

In walking, I move my hands and Alice moves my feet by lifting them at the ankles. We both keep our arms as straight as possible. If you saw us do it, you would think the name of the stunt is a good one. Does it sound too hard for you to try?

This little paragraph deserves careful thought. Have some rest between the m's in comma. Have you done any typing for your English class yet?

(3 min.)

THE COMMA

Commas are used to mark natural breaks or pauses in the thought. They are usually not needed except in long sentences. Since commas are not meant for decorating sentences, each one must have a definite purpose. Making the thought clear to your reader is the best guide. It is easier to use too many than too few. So have a reason for every one you use.

Practice the Roman numerals in sequence from I to X and also by 5's from V to C, as V, X, XV, etc.

RHYTHM LINE

None preaches better than the ant and she says nothing.
--Franklin

Many of the words in this poem can be used for dictation from the blackboard.

THE BIG PARADE

Hallowe'en is lots of fun,
For then the guests begin to come
With masks and horns and noise galore,
And tricks to play from door to door,
With doughnuts, cider, things like that.
Such daily food would make us fat.
But there is nought for us to fear
For Hallowe'en comes once a year.

So now let's use our window wax,
And everything from spools to tacks.
We knock on doors and porches too.
It seems as though we'll ne'er be through.
Though soaping windows seems like fun,
It's dull compared with what's to come.
Now 'round home too long we've stayed,
We're off to join the Big Parade.

(120 words)

--Betty Perry
(Mason School, Tacoma)

Tore never has a helping word.

(3 min.)

WORDS TO WATCH

tear, tore, torn

Otto tore into his room to see what had caused the noise. There was the pup with his stamp book on the floor. Otto tore the book from the pup and looked quickly through it. One, two, three pages had been torn clear across. And the corner of his "Codrington" stamp was torn off. Luckily the pup did not tear his best one, the 1879 Philippine stamp. Torn stamps are almost worthless.

Do you remember when you couldn't get many lines done in 5 minutes? You can finish this whole story in 5 minutes now if you have followed directions and practiced faithfully.

(25-30 rate)

VISITORS

Uncle Jonathan, Aunt Nora, and Cousin Conrad Boone came to visit our family last summer. It took them only a week to come by auto. They saw vast flat plains, mountains, and great forests on their way. The mountains and forests were new to them. We took them for a day's outing at Woodland Park. The roses were in bloom, and the air was filled with rare fragrance. I showed Conrad the two great brown Kodiak bears at the zoo. They were both playing in the water of the tank to keep cool. Conrad had a small kodak and managed to take two snapshots of the bears. One of the snaps showed the largest bear standing on a log, as if he were posing for his portrait.

You will discover that you must supply the commas in the next story. When you finish typing it, you should have inserted eight commas.

(25-30 rate)

THE JUNIOR RED CROSS

When Junior Red Cross week ended our school had raised one hundred dollars. This was the best we had ever done and we are very proud of our record. The grand prize which was a half day's visit at the Art Museum was won by Room 220. Some of the money was donated but most of it was earned by the boys and girls themselves. They put on shows sold candy and gathered old automobile tires for sale. It is lots of work but it is also lots of fun to have a Junior Red Cross campaign.

Make good copies of the Hallowe'en poems in this book, then bring other poems to type in your class period. Edit with your pencil, if necessary, but **never** strike one letter on top of another.

(30 rate)

PUMPKINS

I went into the country,
Where plainly to be seen
Were hosts of golden pumpkins
That looked like Hallowe'en.

I thought of all the faces,
Some funny and some sad,
That could be carved upon them
To make the children glad.

(44 words)

--Thornton Mock
(Mason School, Tacoma)

Remember that there is no **hurry** or **worry** connected with good typing. Not all the students in your class will finish exactly the same number of lines, but it is easily possible for **everybody** to do at least five lines in 5 minutes. **Control** your fingers.

(5 min.)

A BEAUTIFUL YARD

One of the beauty spots that I like to visit in our neighborhood is a back yard. This back yard just seems to coax you in to make yourself at home and be cool on hot summer days. The center of the yard is a splashy pool, with a border of rocks and flowers. The water is bright with goldfish and water flowers, as if a rainbow had been caught and imprisoned in it. On the four sides of the yard, like a gorgeous frame around a beautiful picture, are banks and clusters of flowers and shrubs. Just as you would expect, my favorite seat is in a great lawn swing, shaded from the sun by the heavy branches of a huge cherry tree.

MEASURING MY PROGRESS

Unit II
Week 4

PERFORMANCE

If you'd rather choose a poem on some other page than the one suggested here, that's perfectly all right. Are you **signing** every letter without being reminded? Are your top and left-hand margins looking better? Practice the words you miss on a sheet of scratch paper after you finish the selection.

All Students

Lost Kite, p. 80
Letter, p. 76
Completion Test, p. 71

Ambitious Typists

1. Define and syllabicate 10 words from the *Seventh-Grade Spelling List*, p. 257.

NUMBER OF LINES

A Beautiful Yard, p. 95, would be a good story to use for marking your **Measuring Stick** the last time. You start over, of course, if you finish before 5 minutes are up.

Did you reach your goal for this Unit? Isn't it fun to be getting along so well?

MULTIPLE-CHOICE TEST ON HABITS

Read and think through these answers carefully before you choose the one to complete each statement. Select the one that most closely corresponds to what you **actually do**, not what you think you **ought to do**. Your complete sentence will, of course, contain no colon or capital letter after I.

1. When I get to the end of the line, I :
 - a. Stop to admire my work.
 - b. Pull carriage back with both knobs.
 - c. Return carriage with carriage-return lever and turn paper up one notch with the cylinder knob.
 - d. Use carriage-return lever quickly without moving other hand or looking away from the book.
 - e. Use carriage-return lever, watching to make sure paper is turned up one notch.
2. When I strike a letter by mistake, I :
 - a. Glare at my paper and get mad at my typewriter.
 - b. Keep on typing without missing a beat.
 - c. Correct the mistake by backspacing and striking the right letter on top of the other one.
 - d. Continue to watch my book while worrying about the mistake.
 - e. Grab the paper out of the machine and start over.
3. Editing means :
 - a. Correcting every mistake by typing the right letter on top of the wrong one.
 - b. Erasing the mistakes and correcting them with my pencil.
 - c. Marking out an extra word with the hyphen or diagonal key.
 - d. Taking the paper out when something goes wrong, and blacking out errors with a pencil.
 - e. Making clear, neat corrections with a pencil after finishing selection.
4. When I have about ten minutes at the beginning of the period for unsupervised warming up, I :
 - a. Check my machine and then wait quietly for directions.
 - b. Open my book to the page I think we shall use, and practice the new story.
 - c. Check my machine and unlimber fingers and remind them of their letters by drilling on the home row, letter combinations, and words I need.
 - d. Do a whole page of home-row warming-up drill, using very best habits.
 - e. Play with the shift key or chat with my neighbor, while waiting for a sheet of paper.

UNIT III



MY TYPEWRITER AND I WRITE FASTER

The number of lines you finish in five minutes has moved up considerably during the last four weeks. It's fun to turn back to poems, stories, or book reviews in an earlier unit and find how much less time it takes now to turn out good copies.

You can be relied upon to space and sign your letters correctly, to write titles and headings, and to indicate paragraphs properly. You have mastered many troublesome words, and have learned to spell many others that you had not met before. Letters, poems, and schoolwork to be handed in, are carefully edited. You are taking responsibility for the further training of your fingers on letters and numbers that they have not quite mastered.

In Unit III not only do you get more done, but you also measure your output differently — in terms of *gross* rate per minute instead of the number of lines in five minutes. The travel letters interest you, and so do the longer stories and the articles like those you write for Music and Art.

You become so expert that you can arrange a list of definitions by yourself, and insert quotation marks and decide the paragraphing in a story that contains conversation. Your first *unarranged* letter doesn't alarm you at all. The numbers and the spacing in the lists of sentences worry you no longer. Poems can be typed very rapidly.

Good typists are in charge of their fingers at all times. They read carefully and concentrate on what they are doing. Your rate will go up as you think intently of letters and words, and type steadily *without hurrying or worrying*.

A portable typewriter would be a good partner on a trip, wouldn't it? This is the first of a series of travel letters which you will enjoy writing. Arrange them attractively. Europe is under-scored for emphasis in the letter below.

(25-30 rate)

Denver, Colorado
Today's Date

Dear Grandmother,

I'm so excited that I can hardly breathe! We are all going on a long trip! After a while we'll even get to Europe.

Daddy has to visit a lot of places on business and is taking all of us with him. He says that if we don't learn anything from the interesting things we'll see, or don't behave, that he will send us back immediately. Don't plan on seeing us soon, however.

I'll write or send cards as often as I can. Aren't you thrilled, too, that we are going to have such a grand trip?

With love,

Do you learn to type every word you miss the very same day you discover it? In the next paragraph, pay particular attention to haven't any and have no. Make sure that your finger taps **b** confidently and correctly.

(30-35 rate)

(2 min.)

WORDS TO WATCH

haven't any, have no

See if Jerry has anything that we can use for bases. Dick has a ball and a bat. It seems that we haven't any good gloves, either. We can use sacks for bases, and our old mask will do if we haven't a better one. If we haven't any gloves we can catch barehanded. Let's start right away, for we have no time to lose.

You should soon be finishing about six lines in 2 minutes. Practice two lines of the combinations (p. 244) at the beginning of every period, at the 35 rate. Get away from the keys so that you still have spare time.

Your typing will not be good unless you are in command of yourself at all times. Keep your eyes and fingers under control and have your mind on what you're doing. A student in the seventh grade suggested this sentence, which contains all the letters in the alphabet.

(25-30-35 rate)

ALPHABETIC SENTENCE

Jim Wright had an X ray of the very frightened quintuplet cats that looked like zebras.

--Lois Rasmussen
(Jason Lee School, Tacoma)

This is an unfinished story. Type it just as it is. Then, without taking the paper from the machine, or talking to anyone, finish it in two more sentences. It is a good plan to watch the line of writing on your paper when you are making up what you are writing (that is, **composing**).

(30-35 rate)

THE LOST PENCIL

Kenneth had lost his silver pencil, the one that had come from his Aunt Harriet on his birthday. It had dropped from his coat pocket while he was tussling with Jimmie on the way to school. Now Kenneth walked slowly back the way he had come, hoping to spy it on the sidewalk or parking. There it was! But no! This was not his pencil. Something like it, but a much better one than he had lost. Kenneth put it in his pocket.

The next day Kenneth saw a notice tacked on the bulletin board at school, "Lost, a silver pencil. Please return to the office."

Kenneth read the notice. Then he

Read carefully everything you write. Practice the words you miss, and words like them. For instance, if there is a pale or mis-struck **k** in **walked** in this story, practice **pocket**, **tacked**, **sidewalk**, and **parking** also.

Most of us have felt yearnings like those expressed here. Indent every other line two spaces. Practice until you can write it perfectly in 3 minutes. You may wish to memorize one stanza.

(3 min.)

SEA YEARNING

There's a longing down in me,
Way down in my heart,
There's a calling to travel,
A yearning to start
Down the road that is winding
Away to the sea,
For the waves on the seashore
Are calling to me.

(40 words)

O, my heart is singing
A gay sailing song;
So wait for me, shipmates,
It won't take me long
To reach the blue ocean,
My land bonds to sever,
And then to keep sailing
For ever and ever!

(75 words)

--Dorothy Knisely
(North Junior High School, Everett)

Practice this story over and over until you are sure that you tap every letter in the alphabet correctly. Get rid of all errors and all pale letters. Some words are hyphenated because they are divided at the end of a line. Others may keep the hyphen even in the middle of a line because they are compound words.

(35 rate)

FUN IN THE SNOW

| | |
|---|-----|
| How do you have fun when the snow is here? You can coast | 58 |
| on a sled, or run down hill on skis. A good pace on skis is | 119 |
| just as fast as an auto ride. The most fun is to put on snow- | 181 |
| shoes and go far out into the quiet woods in search of deer. | 243 |
| There's vim and zest, too, in tossing snowballs at one another. | 308 |
| It's not unusual in some lands for the snow season to extend | 369 |
| for six or seven months. | 393 |

The first part of this trip was by auto. You may supply the date, the salutation, the closing, and the signature. Set your machine for single spacing, and space twice between paragraphs. Use letter-size paper. Sign your first name only, with pencil or pen. Suggest suitable closings for a friendly letter, for your teacher to list on the blackboard.

(30-35 rate)

San Antonio, Texas
Today's Date

Texas surely gets warm and dusty in the summer, but we felt
very refreshed after having baths at our hotel yesterday. The
people here don't seem to mind the weather. I guess they are used
to it. They are extremely kind and polite.

In one place where they sell souvenirs we bought a desert
plant. It looks like a ball of dried-up weeds. The man told us
to put it in a dish of water. Later the dry brown ball became
green, and it unfolded so that now it looks like a fresh growing
plant. It is called a "Resurrection" plant. When we take it
out of the water it will become dry and curled up again, I
am told.

All Texans respect "The Alamo," and we found it interesting
to visit. That is where, in 1836, Davy Crockett, Colonel Travis,
Jim Bowie, and one hundred eighty other Texans were killed by
a Mexican army under General Santa Ana. That massacre so angered
the Texans that they took as their battle cry, "Remember the
Alamo."

I was surprised to discover that cotton grows as a long,
white, fuzzy fiber attached to the seeds of the cotton plant.
The bolls or seed pods pop open and look like popcorn balls
when the cotton is ripe.

RHYTHM LINE

It is the duty of a man to help me, and if he can he is to do so.

Here are a few definitions that were written for a class in English. Set them up in the way you learned on page 46. Be sure to underscore the word that is defined. Tap the numbers correctly.

DEFINITIONS

A library is a place where books are kept. A hymn is a church song of praise. A triangle is a figure with three sides and three angles. A patriot is a person who loves his country. A savings bank is an institution in which one can deposit money at interest, for safekeeping.

Tap the z confidently and get away from the key quickly. Read the fifth sentence especially carefully before you begin the exercise.

COMPLETION TEST

freeze, froze, frozen

1. A glacier is like a river of ice and snow ____ solid.
2. Sometimes rocks and boulders ____ in the ice.
3. In winter the White Sea is ____ over.
4. Henry ____ his fingers when he was out skating.
5. The Arctic Ocean is sometimes called "The ____ Sea."
6. It is often so cold in the far North that the mercury in thermometers is ____ solid.

Choose stories from Unit I and Unit II every once in a while to write at your faster rate.

This story has many unusual words that will make an interesting list to practice. Your teacher may stop you at the end of the second paragraph, and then give you another 5 minutes to finish. **Geoduck** is pronounced (jē-ō-dŭk). Unlock the shift for the hyphen in the title.

(30-35 rate; 8-10 min.)

A-HUNTING WE WILL GO

The hunt is on! It is a sparkling summer day and we are 57
surely in the mood for thrills and adventure. We are setting 120
out for big game, taking strong weapons, suitable armor, high 183
spirits, and endurance. Our game inhabits only Puget Sound, 245
on the Pacific coast, which is our destination. 292

Will you recognize a geoduck if you see one? The name 347
sounds like a bird; its neck is almost as long as a giraffe's; 410
it lives beneath the sea; and if you're not careful it will 470
make a monkey of you. What a surprise is in store for you, 530
if you've never really seen one! 564

Let's be off! We have waited many days for this real low 623
tide. It is so far out that we muck along the beach at the 683
water's edge in old shoes or boots, finding many queer things 746
which are usually hidden. Starfish, barnacle-covered pieces 807
of rusty stove lids, hermit crabs, sea life of all kinds 964
fascinate us. 980

The hairy necks of horse clams tempt us, and we tease sev- 1037
eral by poking at them to see them spurt a geyser of water at 1100
an unwary companion. But the old horse clam has the laugh on 1163
us, because he looks so much like the geoduck that most of the 1226
time we can't be quite sure, and we dig feverishly and frantically 1290
only to find we have been wasting our energy on the fellow whom 1353
we took such delight in pestering a short while ago. 1405

(To be continued)

This is another poem that swings along so well that you shouldn't make mistakes. If you memorize a stanza or two, you can practice on the table at home. Use it for a warming-up drill. Your whole class can finish it perfectly in 3, 4, or 5 minutes.

OUR PART

I'd like to be the color
Which paints the rainbow red,
Or else the little sunbeam
Which puts the flowers to bed.

I long to be the blueness
That decorates the sky--
A dancing little raindrop,
Sweet messenger from high!

But in this world of gladness
Each person has a place.
It might be just a crevice,
Or a great big space.

And if we all will do our part--
Give that which is our best,
We'll make this earth a better place--
A world of peace and rest!

(90 words)

--Jane Rolfe
(Gray School, Tacoma)

Get out your best reading ability for this story. It takes careful dictating to get exercises, extremely, sixty-six, etc., correct. Don't miss x or y even once.

(35 rate; 3 min.)

HOW TO EXCEL

| | |
|--|-----|
| To excel in any exercise requiring expertness, do not | 54 |
| expect that six days' extra work will make up many days lost | 115 |
| in play. Exact typing results when you work daily at your | 174 |
| assigned typing exercises. Once sixteen students were to take | 238 |
| an extremely hard test. They worked on their typing sixty-six | 302 |
| hours in six days. That put an extreme tax on their strength. | 366 |
| Sixteen other students worked sixty-six hours in thirty-six days | 431 |
| and made more progress. | 455 |

You will finish just about six lines in 2 minutes if you keep your proper rate. Set your goal and then reach it, with all words typed correctly. Everybody can finish three lines, and the best workers may write six lines, without mistake.

(35 rate)

COMMON WORDS

believe boy city found pay tomorrow doctor five o'clock read
back enough fine order bed cold live mail few hear child mother
return same almost because big Monday month start always both
cordially expect mean quite Saturday again Friday something talk
though office Tuesday best came says car ground room under far
thought board nine without arrest trip cent right side Thursday

You should be rather expert now at anticipating troubles before they happen.
Egyptians, papyrus, quills are some of the words that will need careful dictating.
Wrote never has a helping word. Tap w correctly.

(35 rate ; 3-4 min.)

WORDS TO WATCH

write, wrote, written

Long ago writing was a slow and tedious task. The people of ancient Babylon wrote with a stylus on soft bricks, and then baked the brick to harden it and preserve what they had written. The Egyptians used a kind of rough paper called papyrus, and wrote with a blunt pen made from the stem of a reed. The Chinese use a small brush to draw their characters on paper. For many centuries the people of Europe and America wrote with goose quills. Today the typewriter makes it possible for anyone to learn to write faster and more neatly than they have ever written by hand. Experts have often written more than a hundred words a minute.

Use your favorite Rhythm Lines from earlier Units for warming up at the 35 rate. Don't let your fingers run away with you, though.

Master every single word in this story until you can trip them off correctly at your best rate.

(35 rate ; 3 min.)

SWIMMING

Mother wants somebody to teach me how to swim. But we have to wait until the water is warm. The water is much warmer in June than in November. Smooth water is best. We were down at the beach five weeks last summer, but I was sick much of the time. My brother can swim, and I shall learn from him next summer. Sometimes he jumps in and sometimes he tumbles in. I remember one time when he went down to the bottom. But he didn't mind much.

Kayo and **puppy** are two of the few words that are written by the left hand alone on the simplified keyboard. Are **brown**, **book**, and **know** in the word stage for you?

COMPLETION TEST

tear, tore, torn

1. Kayo is a clumsy brown puppy that likes to _____ paper.
2. He has _____ pages out of my notebook several times.
3. He holds the book with his paws, and with his teeth _____ out the leaves.
4. _____ pages cannot be handed in for classwork.
5. Kayo knows I would not scold him, even if he _____ the whole book.
6. Puppies can be excused for _____ books, but children cannot.
7. Someone has to rewrite the pages that have been _____.

You have discovered that there are many times when you don't want to start a new line just because the book does. Setting up your own lines is not hard if you listen for your bell, and if you learn where to hyphenate words. Write the Words to Watch paragraph, page 92, using a 50-stroke line, and again using a 75-stroke line.

This is the third Travel Letter. Take as much pride in your work as if you were really mailing the letter to a friend. Remember that you are responsible for the heading, greeting, and closing. Sign only your first name to personal letters. Set your margins for a 66-stroke line.

(35 rate)

New Orleans, Louisiana

Before we reached this lovely city we saw miles and miles of 61
swamps and water. Some of the trees were all covered with long 125
stringy moss which hung down from the branches. Many of the houses 193
are built on big flat boats, chained to a tree. Imagine always 257
being ready for floods, with even a row boat on the back porch! 323

Some children I was talking to this morning wouldn't believe 384
me when I said that back home sugar is made from sugar beets. I 449
was glad to see the sugar cane. The plants look like tall corn, 514
without ears. The bigger farms (plantations, rather) have their 579
own little railroads to carry the cane to the factory. 635

These people certainly have great faith in their levees! The 697
Mississippi River is twenty-five feet higher than the streets, and 764
this makes it necessary to have levees. These huge banks of dirt 830
keep the river from spreading out of its banks as it flows along 895
to the Gulf of Mexico. 917

In many junior high schools the students form the good habit of examining their machines when they first come into the typing room to be sure that margins, stops, and tabular keys are where they should be, and that the machine is set for single spacing.

For weeks now, one hasn't heard any "winding" when paper is going in or coming out. This would be a good time to cut down the number of motions used in turning your paper. Is your carriage return snappy?

THE OWL

A wise old owl sat in a tree,
Looking as wise as wise could be.

With one eye open and the other unused
He looked at me and seemed highly amused.

He wasn't as amused as I, for he
Was just as funny as he could be.

—Julia Bellus
(Gray School, Tacoma)

Save this story for the “new” one this week. It takes your best judgment and best concentration to decide which words to spell out and which to pronounce as word wholes.

LOLLIPOP DOLLS

Jolly little dolls for place cards or favors for your party 60
can be made from lollipops--the kind with sticks in them--and a 124
few pieces of colored paper. The face is made of a small piece 188
of white paper, cut almost round, with a coquettish face painted 253
on it with water colors. Paste the face on the paper cover of 316
the lollipop, close to the top. Then wrap the lollipop smoothly 381
in colored paper. The best way is to have several bright colors. 448
This will make the table look cheerier. Make a sash by tying a 512
bit of paper, narrow ribbon, or a few turns of colored string or 577
yarn about the waist. Press the end of the stick firmly into the 643
middle of a large gum drop, to make the doll stand up. It is 705
not necessary to add arms to the doll, but it can be done either 770
by pasting cut-out arms on the dress, or by wrapping a little 832
sleeve around a match or tooth pick, and fastening the end at 894
the shoulder line. 912

* * * * *
* TIMOTHY TYPIST SAYS *
* Good typists put their machines away as *
* carefully as their fathers put away the family *
* car. *
* * * * *

If it is customary in your school to send word to your parents at the mid-term concerning how well you are getting along in Typing, your teacher will rate you on **Habits, Performance, and Number of Lines in Five Minutes**, as measured in Units I and II.

In Unit III, we will look at our progress in terms of **Skills, Performance, and Rate** (Gross Words per Minute).

PERFORMANCE

The latter part of the week is still the best time to do your "good" copies of this and that. You don't have to use your fastest rate on these, but you do have to use **all** your good habits. A few mistakes will happen, of course, even when you concentrate real well, but these can be edited neatly.

All Students

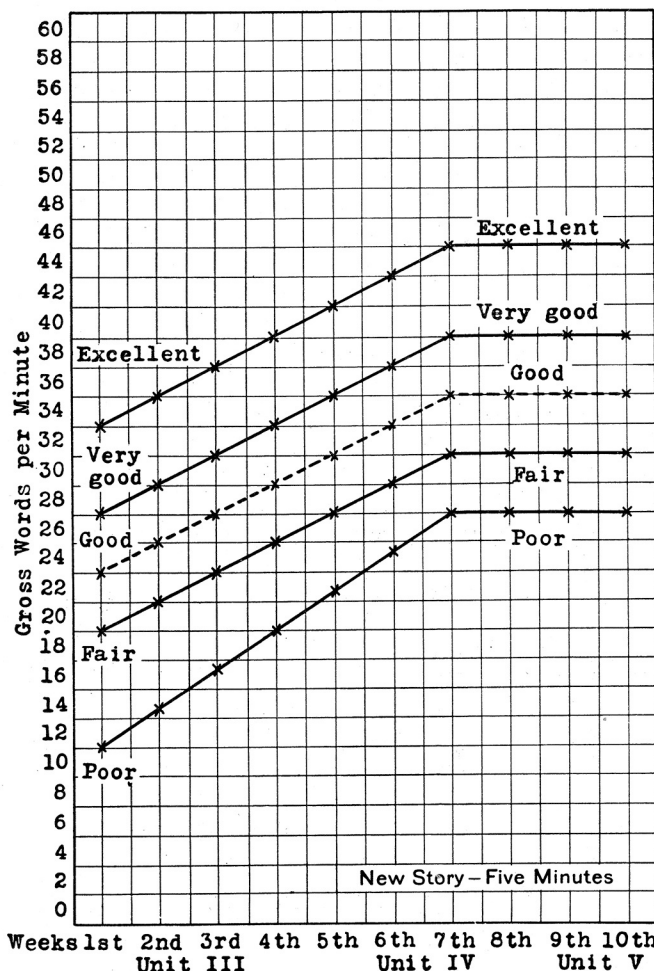
Lincoln, p. 85
Letter, p. 79
Completion Test, p. 83
Blue Monday, p. 63

Ambitious Typists

1. *Call of the Woods*, p. 74
2. A recipe
3. Put into sentences 5 pairs of homonyms, p. 267.

RATE

PROGRESS PICTURE



If someone asks you how fast you can type, you might say : (1) I can type a short poem in 2 minutes. (2) I can write a letter in 3 minutes. (3) I can finish eight lines of a new story in 5 minutes.

The first two answers are still good ways to reply. The third one is not quite exact enough.

If you are reporting your weight, the unit of measurement is **pounds**; in automobile races, it is **miles per hour**. In typewriting, it is **words per minute**. There are two kinds of words per minute. In this Unit it is **gross rate**.

To figure gross rate, follow these simple steps. Put down the stroke count at the end of the last full line you finished. Add one stroke for every letter and space on the next line. This will give you **Total Number of Strokes**. Divide by 5, because there is an average of five strokes in a word. This is the **Total Number of Words Written**. Now divide by the number of minutes you wrote, and the quotient will be **Gross Words per Minute**. Count anything over half a word as another word.

| A Summary | | Your Figuring |
|------------------------|--|---------------|
| 5) Total Strokes | | 5) 595 |
| No. Min.) Total Words | | 5) 119.0 |
| Gross Words per Minute | | 23.8 or 24 |

Mark on your chart your rate each Friday, on a 5-minute drill, on a **new story**.

Travel Letter Number Four finds Betty and Jack as far as Florida. If you make more than five errors the first time you write the letter, drill **very** thoughtfully on the words you need so that the next time you make not more than two or three mistakes.

(35 rate)
Miami, Florida

I never thought that I would ever be in Florida, but here I 60
am. We have just come back from a long trip through the orange 124
and grapefruit orchards. Don't you envy persons who can go out 187
and pick an orange from the tree when they want one? The fruit 251
needs cooling, though, before it can be eaten. 299

The palm trees are very nice. They have lovely beaches here. 363
I wish I could have some of this warm ocean water to swim in next 429
winter. Mother can hardly get Betty and me to leave the water long 497
enough to eat. The bathing suit you gave me is a dandy! 555

Your letter was forwarded to our hotel here. It's a good 613
thing that I can type and that Daddy lets me use his noiseless 676
portable or I wouldn't get much said in my letters. 727

Here are **break**, **broke**, and **broken** for our attention.. Use them correctly in conversation.
Remember that pale letters are a danger signal — get rid of them. It is better to finish five **good**
lines in 2 minutes than seven **poor** ones.

(35 rate ; 2 min.)

WORDS TO WATCH
break, broke, broken

The sun broke through the clouds, and the snow ceased. It
is glorious weather for skating. The lake has been frozen since
yesterday, but we will have to be careful, for the ice may break.
This morning three boys have already broken through the ice near
the shore. Have you ever broken through the ice while skating?

Do you read the directions, without being told, **every** time you come to a new selection?

Spell every word correctly in this poem and get all the capitals down on the line. There is no excuse now for tapping a wrong letter. Keep your mind on what you are doing. Two minutes should be long enough to make a perfect copy.

VARIETY

We live in many worlds,
Beauty in each one--
Worlds of pattering rain,
Worlds of golden sun.

Curtained worlds of fog,
Spicy worlds of grey,
Downy worlds of snow,
Budding worlds of May.

Worlds of joy and beauty
Worlds of work and fun,
Worlds of pain and sorrow--
Beauty in each one.

(55 words)

--Jacqueline Ingalls
(Roosevelt High School, Seattle)

Your typewriter is a helper, indeed, when you can type attractive business letters for yourself or your folks, isn't it? Notice carefully the spacing, spelling, capitalization, and punctuation. Sign your name in the space provided.

City, State
Today's Date

International Models Company
General Motors Building
New York City

Gentlemen:

I would like to have your complete catalogue containing hints for Model Builders, and am enclosing five cents in stamps to cover its cost.

Very truly yours,

Your Name

There are other salutations besides **Gentlemen** that are correct for business letters. Both **Dear Sirs** and **Sirs** are correct, but **Sirs** is preferable.

Here are two students' impressions of Ketelbey's *In a Chinese Temple Garden*. If you make more than one error a line on any new material, your rhythm needs improving or your reading is too hurried.

(35 rate)

AN INTRUDER

A beautiful garden in China was surrounded by a high wall, and watched by soldiers and guards. It belonged to the Emperor, and no one was permitted to enter, except at his invitation. One day the three alarm gongs rang sharply. When the soldiers came running they found an ignorant countryman who had dared to enter the gates. The offender was seized and hurried off to prison, amid the shouts and laughter of the guards.

IN THE TEMPLE

(3 min.)

Early each morning the Chinese came to the temple with gifts for their gods. Prayers without offerings would only bring them bad luck. On this morning it seemed that the whole village was in the temple courtyard. At the sound of the gong, they all dropped to their knees in prayer. Another gong was the signal for singing. It seemed that every person sang a different tune or chant. At the end of the song, the people all filed out past the beggars and jugglers who crowded about the gates, begging for charity.

Do not make excuses for words misspelled or mistyped. Your fingers will do whatever you require them to do.

Aren't you thrilled to be able to finish quite a long story in 5 minutes now? Take pride in having all your typing good.

Here is a chance to concentrate on b and f at your new rate.

(35 rate)

BERT AND BOB

On September fifth Bert, Robert, and Bertha were back in school. Bert and Bob wrote their friends about building a bridge over a brook and about hunting for birds in the fields and forests. Bertha wrote her friends about finding fields of berries and bitter-sweet, and about bathing on the beach or floating on the lake in a bobbing boat. Friends find much fun in fine newsy letters.

The fifth Travel Letter is the jolly kind you might have written to a chum had you been taking this trip. Dictate the unusual words carefully.

Washington, D. C.

Our train reached Norfolk yesterday. I can't tell you now 59
about all the places we visited, but I will when I see you. The 124
night boat trip up Chesapeake Bay was lovely! 171

I didn't know there could be as many thousand watermelons 229
as we have seen in the South. They are huge! Daddy bought one 293
that weighed eighty-five pounds! After we had eaten so much 354
watermelon that we couldn't eat any dinner, there was still about 420
half of it left to give away. A man with a whole barge full of 484
melons offered to sell us all we wanted at five and ten cents 546
each. Imagine that! 568

We have already seen the building where Congress meets, and 648
the White House. The President couldn't have known we were com- 712
ing, for we didn't see him or any of his family. We shall see 775
the Washington Monument and the Lincoln Memorial tomorrow, but 838
other sights will have to wait until I am elected to Congress. 900

This little play will help you use **sit** and **set** correctly. Notice the two spaces after the colon, and the names of the characters in solid caps. Use your tabular key to indent **every** line of the speeches. You'll find it useful to know how to type plays.

WORDS TO WATCH

sit, sat, set

Scene: An ice-cream parlor.

Characters: HORACE, CHARLES, ROBERT.

HORACE Hello, fellows, you beat me here.

CHARLES Come on in and sit down with us.

ROBERT Sit here, Horace; there's lots of room on the bench.

HORACE Move over, then, and set your books at the end of the table.

CHARLES I'll make room so the waiter can set another place.

HORACE How long have you sat here waiting for me?

ROBERT We sat outside for twenty minutes. Then we came in here to sit at the table.

HORACE Yes, I don't blame you for wanting to sit down when you eat ice cream. When you can set the dish on the table, it is less likely to upset.

Have you thought what a faithful, cheerful person the postman usually is?

THE POSTMAN

(35 rate)

| | |
|---|-----|
| The day was drizzly and cold and windy as our postman made | 59 |
| his rounds with his heavy leather bag on his shoulders. He was | 123 |
| carrying his umbrella carefully so that the letters would not | 185 |
| get wet, even if he could not cover both his shoulders. It took | 250 |
| longer than usual for him to sort out three letters for us; he | 313 |
| blew on his hands to get a little of the chill out of them. Yet | 378 |
| his smile was as warm as on sunny days, and his cheery "Good | 439 |
| morning to you" seemed to tell us that summer would be back soon. | 504 |

Review the word drills, pages 52 and 72, at your new rate, and then master these.

(35 rate)

SPECIAL DRILL a, e

address after answer apple are arrest attend bear bread care
case change charge clear dead deal dear death each ear early
earth eat face fare father fear garden gave general great
have head hear heart heavy large late lead learn least leave
made make matter mean meant name near paper perhaps place
please reach read ready regard same save sea several speak
spear table take teach teacher water Wednesday year yesterday

Don't ever be guilty of using **began** with a helper. Make a good copy in 2 minutes.

WORDS TO WATCH

begin, began, begun

| | |
|--|-----|
| I usually begin my typing lesson with a warming-up drill. | 59 |
| Yesterday I had just begun to type when Doris came and sat be- | 121 |
| side me. She began to talk about her English lesson. So I had | 185 |
| to begin all over again. Isn't it annoying to have someone | 246 |
| begin to talk when you have scarcely begun to work? | 297 |

Arrange this exercise as attractively and write it as carefully as if you were handing it in to your English teacher.

COMPLETION TEST

go, went, gone

1. Edwin did not see his brother stumble or he would have _____ back to help him.
2. Where did those boys _____?
3. Since we _____ back at once, we found the spare tire.
4. The dog _____ around the barn just after the rabbit had _____ away.

This sixth Travel Letter was written by Betty to her grandmother. Make a list of words to practice clear across your paper and copy them correctly at your best rate.

(35 rate ; 10 min.)

New York City

New York is a terribly busy place. The elevated trains 56
were the first things I noticed. They're dreadfully noisy! 117
They run on iron bridges that Daddy says are about thirty feet 180
up in the air. It's a good thing that they are safely out of 242
reach of the thousands of people and cars that move underneath 305
them. 312

The subway trains didn't frighten me a bit. The one to 368
Brooklyn goes under the East River, between New York and Long 430
Island. The trains go very fast. 465

I'm sending you a picture of the new Washington Bridge. 522
It crosses the Hudson River. Papa says that Jack and I are 582
doing pretty well so far; so don't expect to see us very soon. 646

Today we went right out to the Statue of Liberty. It 700
stands on a high rock base built on a little island in New York 764
harbor. It faces out toward the Atlantic Ocean, so as to greet 828
people when they come here from other lands, or when they are 890
returning home after a trip abroad. 927

Going up inside the statue was the most exciting part of 984
the trip. It is so big that inside at the bottom it looks like 1048
a huge house, with iron stairways going round and round, back 1110
and forth, up and up, until you are in the head of the statue. 1174
Even the head is as large as a good-sized room. The windows up 1238
there give a grand view of the sea and the city. I counted 1298
thirty big ships! 1317

Choose a rate for this article that will give you enough spare time to plan the quotation and punctuation marks correctly without looking away from your book.

(25-30 rate ; 5 min.)

AN INTRODUCTION

"Mother, I want you to meet one of my best school friends. This is Elizabeth Lee, but we call her Beth."

"How do you do, Beth," said Mother graciously. "Lois has spoken of you so often that I feel that we are already acquainted. Won't you take Beth to your room, Lois, and find a place for her wraps?"

"No, Mrs. Hunter, I must not stay more than a minute," said Beth. "Mother is having a party for me next Saturday, and we want Lois to come. It's my birthday, you know."

"Certainly, Beth, I would be pleased to have Lois go. I'm sorry that you cannot stay longer today."

"Thank you, and good-by, Mrs. Hunter."

"Good-by, Lois, until Saturday."

Here is a little story written without paragraphing, end punctuation, or quotation marks. Rearrange the story as you type it, and put in the necessary punctuation. How many paragraphs do you discover you'll need? The key, or correct form, of this conversation is on page 247, but you probably won't need to refer to it.

READING IN BED

Bobby was reading JIM DAVIS in bed Daddy's voice came up the stairs, Time to put out the light, son, and go to sleep But, Daddy, said Bobby, Jim is in the cave with the smugglers, and it will take only two more pages to get him out Very well, said Daddy, you'd better get him out If you don't, you'll be trying to rescue him all night in your sleep.

A-HUNTING WE WILL GO

There--that's a "duck" for sure. See him haul in his neck 59
when he senses our presence. Take your spade and mark four long 124
lines in the sand running out north, south, east, and west from 188
his hole. Begin digging with all your might. Pile the sand 249
around the edges to dam back the tide or streams of water which 313
may soon fill up the pit. 340

Our geoduck is two or three feet below the surface and has 399
pulled in its neck the whole distance so we have a deep excava- 462
tion to make. Our marks will help keep us from digging too far 526
away from our goal. We pass up horse clams, jackknife clams, 588
butter clams, and all, until we finally reach the leathery siphon 654
of our prey. We must take care not to jam the shovel into its 717
shell in our eagerness. Then comes the final tug and fierce pull 783
until we pry it gradually from the sucking sand. Whew, what a 846
relief to have it in our hands at last, and what a big fellow! 910

Mr. "Ge-o-duck," you put up a good fight, but we got you 967
anyway. We'll try to get two more of your brothers so you won't 1032
be lonesome in our frying pan, for our appetites are huge after 1096
such a glorious tug of war. 1123

By this time good typists can be trusted to type their schoolwork in the typing workroom or in the typing classroom after school, without a single strike-over appearing. Typed lessons take up so much less room on the paper that you can leave plenty of white space below the heading and between the parts of the assignment.

You'll like the picture this poem gives you if you think through it carefully a few times. Have you made use of your typewriter in copying poems you want to keep?

FAIRIES ARE WORDS

Fairies
Are words,
Joyous, shining words.
Touched
They leap into place,
Creating
Magic and mystery,
Painting
From a simple thought
Pictures for the blind;
Singing
Music to the deaf,
Giving
Life to the dead of soul,
The weary, and the hopeless.
Words
Are fairies.

(65 words)

—Margaret Huntoon
(Garfield High School, Seattle)

Now that you know all your letters and can get plenty of writing done in 5 minutes, make sure that you always read carefully and always keep your fingers under control.

(35 rate)

COMPLETION TEST

write, wrote, written

1. Has Wilbert _____ to his grandmother this week?
2. He _____ a long letter this week, thanking her for his present.
3. He has _____ to his Uncle Elmer, too.
4. He _____ that he will visit his uncle next month.
5. Wilbert _____ all his letters on his new typewriter.
6. He finds it much faster than when he _____ in longhand.
7. Have you ever _____ letters that were hard to read?

Before you leave this exercise be sure your fingers can type all the forms of **write** without making any mistakes. If you're drilling on **w** especially, include **we**, **were**, **who**, and **which**.

Could you have planned things better than Ted did? Use this story first for measuring your progress this week. Then practice parts of it. It should take you only 10 minutes to type the entire story. Don't let mistakes happen.

A THOUGHTFUL BOY

Ted Arneson stood all puzzled and bewildered in front of 57
the counter at the butcher shop. His mother had sent him for 119
some meat, and had given him two street car tickets so he would 183
not have to walk the twelve blocks in the hot sun. Now he found 248
he had left one of his tickets at home, the one that had the 309
meat order written on the back. Worse than that, he had forgot- 373
ten what kind of meat to get. It was boiling meat of some kind, 438
but he could not remember just what kind, to save his life. The 503
clerk suggested every sort of boiling meat, some of which he had 568
never heard of before, but not one of them sounded right. 627
Mother had no telephone. What was he to do? 673

In the hot summer sun, Ted trudged patiently home. It 728
would never do to let Mother know how careless he had been. So 792
he dodged quietly into the house through the back door. There 855
was his ticket, right in the middle of the table, and it was the 920
one with the meat order written on the back. 966

Now, what should he do--walk to the shop or walk home? Ted 1026
did not dare to ride to the shop, for then he would have to give 1091
his precious ticket to the conductor, and he might forget the 1153
meat order again. So back along the twelve hot blocks trudged 1216
Thoughtful Ted, read the order carefully to the butcher's clerk, 1281
and then rode home highly satisfied with himself. 1330

MEASURING MY PROGRESS

Unit III

Week 2

PERFORMANCE

It is better to make one good copy than four poor ones. Not trying to write "fast" will help you be calm and steady. Your teacher will probably let you take some of your good copies home to show your parents. Tell them you can type two selections now in 15 minutes instead of only one (or make some similar statement that is true).

All Students

Sea Yearning, p. 100
Letter, p. 110
Completion Test, p. 94
Blue Monday, p. 86

Ambitious Typists

1. Arrange *Snipe Visits School*, p. 72, in 32-stroke column for school paper.
2. Bring to class a poem you like and make a copy of it.

RATE

Your rate for 2 minutes is faster than for 5 minutes, especially on material you've practiced. Two-minute drills early in the week help you set your 5-minute goal for the week. A quick distribution of the rates can be made on the board each time. Your class might have rates like this, for instance. More than half the class is above what rate? You can easily locate yourself on the distribution and decide if that's where you want to be. If it isn't, do something about it.

When you tell someone what your rate is, say whether it is for 2 minutes or 5 minutes, and whether on new or old material. Try to "grow" all week, and then on Friday your progress line will go up. The "good" line on the chart, p. 109, represents a large number of classes. Are you above it? Your teacher is keeping a class or school chart made up of the average (or median) of all your individual records. Many 9th grade classes will average about five points better than some 7th grade classes.

Mark your chart this week with your rate for 5 minutes on the story, p. 120. Your teacher will start you at the 35 rate. Keep steady. Immediately afterwards, learn the words you find you need.

DISTRIBUTION (7th Grade)

| Words per Minute | No. Students |
|---------------------|-----------------|
| 40-44 | 2 |
| 35-39 | 5 |
| 30-34 | 6 |
| 25-29 | 4 |
| 20-24 | 10 |
| 15-19 | 3 |
| 10-14 | 1 |
| N = 31 | |

SKILLS

Here is a list of skills you should now have (in addition to the 65 habits or skills listed earlier).

Letters

1. Heading and closing begun at same place on scale.
2. Signature on all letters.
3. Name typed on semibusiness letters.
4. Two lines left above and below salutation.
5. Comma and space between city and state.
6. Good margins, top, bottom, and sides.

Punctuation

7. No space before or after dash (—).
8. Placing quotes after period and comma.

Initiative

9. Reading directions each time, asking few questions.
10. Making use of Index, Table of Contents, and Part VI.
11. Looking up needed drills.
12. Setting up own lines.

English

13. Italicizing correctly.
14. Paragraphing conversation correctly.
15. Using *its* and *it's* correctly in all writing.

This is the seventh Travel Letter. Use a half-sheet of paper and space the heading, salutation, and closing correctly without further reminder. Italicize the titles of the song and the march and the name of the boat by underscoring with a solid line.

(5 min.)

On Board the Bremen

It was certainly exciting when we left New York Monday night! Everyone was rushing around—bidding their friends good-by and making sure their luggage was on board. We were gay and happy, of course, but the immigrants who were being sent away from their families, back to the old country, were very sad.

As the boat began to move the band played The Star Spangled Banner. Everyone cheered. Many threw serpentins which draped from the boat to the pier and made it look as if this huge ocean liner were attached to the shore by the bright-colored streamers. As we passed the Statue of Liberty, the band played The Stars and Stripes Forever, and we were soon moving rapidly and smoothly out on the Atlantic Ocean.

If you have ever been careless about tapping p correctly, here is a chance to learn it so well that you will never be bothered again. Space twice after the colon.

(2-3 min.)

PERSEVERING PAUL

Paul Apperley had an impediment in his speech. He was told to practice on words and phrases that would provide ample practice on the sounds that he could not pronounce properly. He promised to keep up his practice until he became perfect. Perhaps this was one of his practice lines: Peter Piper picked a peck of pickled peppers; a peck of pickled peppers Peter Piper picked.

Notice the arrangement of this material for Art class. You'll need tabular stops at both 15 and 20. When typing your schoolwork, edit with a pencil. Space exactly as in the book. Triple space below the title and below the colon. Double space the first part, and single space the indented part.

Name
Art, Period II

Name of School
Today's Date

POINTERS ON COLOR

Some people seem to have the knack of choosing and arranging colors so that they always blend well. Most of us need to study the colors and their relation to each other to avoid having them clash.

These are some of the first things that one must know if he expects to be able to blend colors well:

A hue is the name of a color.

A shade of a color is made by adding black, or the complement of the color. Shading a color darkens it.

A tint is made by thinning the color, or adding white to it. Tinting makes a color lighter.

Intensity means the brightness of a color.

Value means the amount of light or dark in the color.

There is often used to begin a sentence when the subject does not come first.

They is never used at the beginning of a sentence unless it is the subject. All of you should finish this story in 2 minutes; most of you will finish and start over a second time.

WORDS TO WATCH

there, they

There was a parade downtown today. We had arranged to meet Mary Lou and her cousin at the corner of Broadway and First Avenue, but they got lost in the crowd, and missed half of the parade. There were soldiers and sailors and beautiful floats.

Here is another good 2-minute exercise. Learn once and for all the spelling and use of **accept**, **except**, and **expect**, and train your fingers to type them accurately.

(35 rate)

WORDS TO WATCH

accept, except

I accept your invitation with pleasure. You may expect me in about an hour. I must finish my work before I can leave. It is all done now except the outline of my oral report. The class will not accept any reports that are not ready on time. I expect a good grade, for all my work has been done promptly, except one book report.

Why not add a short, closing sentence to this Travel Letter (Number Eight)? You should be capable of turning out a correctly-spaced and accurately-written letter in a short length of time.

(4 min.)

Ommen, Holland

Daddy couldn't come up here with us, but we're getting along 61
all right. We like this little village because it is not usually 127
visited by tourists. The trip here from Cherbourg (where we landed 196
in France) was interesting, too. 230

People say that Ommen is as typically Dutch as Amsterdam. Its 294
canals are small, but there are lots of them. There are many quaint 363
things to be seen. The inhabitants still wear wooden shoes. The 429
men's long pantaloons are odd, but the lace caps of the women are 493
lovely. Some of the windmills on the dikes have been turning for 560
centuries. 570

Don't neglect your daily warming up (at 35) on letter combinations, word drills, and Rhythm Lines. Learn the words you don't know so they can't bother you any more.

The common words are getting harder, of course, because you learned the most frequently used ones first. The more you can write in 2 minutes, the more carefully you must watch how well you write.

COMMON WORDS

friend bad late money need still book hand mile paper party word
madam six ten why perhaps answer half keep life ago business does
each eight knew picture show build care eye gentlemen head left
whether interest January present teacher tire upon young done
high sorry train whom broke during feet itself several brought
everything run took better lost possible September sick visit act
went begin desire eat guess hard line mind October poor remember

This is a good game to play and a good story to read by word wholes.

(35 rate ; 3 min.)

HERE'S THE TOWEL

All the players stand in a circle, facing the center, with their hands behind their backs. The player who is IT runs slowly around the outside of the circle, and puts a towel with a knot tied in the end into the hands of one of the boys in the circle. The boy with the towel then runs after the one who is IT, and is allowed to hit him as much as he likes until the boy who is IT runs clear around and takes the vacant place in the circle. Now the one with the towel is IT, and hands it to another player.

As soon as you are a **Reliable** typist, you should ask for permission to use the workroom to prepare more schoolwork on the typewriter. Your teacher may allow you to bring personal work to typing class once in a while.

Your teacher may want you to practice this ninth Travel Letter a paragraph at a time. Those two hyphens (--) in the second paragraph without spaces, before or after, make up a dash. Had you noticed that tion is one syllable and can't be divided?

(35 rate)

Paris, France

We have been in Paris several days, but we have been going 59
so many places that I haven't taken time to write you. We are 122
staying at the Venetia Hotel. It is near the Seine River. We 185
have visited Notre Dame Cathedral, many little shops, and the 247
art galleries. 263

This morning we took a little bus down to the business sec- 322
tion of Paris. When you get on the bus the conductor asks you in 388
which class you want to ride--first, second, or third. First 450
class is quite expensive and you are allowed to sit in the plush- 515
covered seats near the front. Second-class seats are in the 576
center of the bus. Third class means that you sit in the rear 639
of the bus if there are any vacant seats, or else you stand out 703
on the back platform. 726

We went to the American Express Office to get our mail. 783
We were glad to hear from you and to learn that Sport is not 844
lonesome in his new home. Then we visited the Opera House. 905

We had lunch in a little cafe which had small round wicker 964
tables and chairs out on the sidewalk. We sat there to eat and 1028
watched the people go by. 1055

Tomorrow we are going to Versailles to visit the palace of 1114
Louis XIV. Friday, we are going to Pisa, Italy. It isn't very 1178
far from Paris. I'm looking forward to that trip eagerly, 1237
because the "Leaning Tower" is there. I'll send you a card from 1302
Pisa. 1309

Have you ever envied the students who can wear school badges? As you are reading by word wholes separate **excitement** in this way when you pronounce it: **ex-cite-ment**.

(2-3 min.)

SCHOOL PATROL BADGES

If red badges could but talk,
I wonder what they'd tell
Of boys and girls who get to class
Just behind the bell.

They must have had excitement,
And oh, just loads of fun,
Patrolling round the building--
I wish that I were one.

At every turn you see them,
Good-looking, more or less,
But shivers creep along my spine
To see one on an orange dress.

(72 words)

--Jean Ray
(Mason School, Tacoma)

This is a good time to make sure you always tap **b** correctly without hesitating or poking. Are your strokes on your numbers as good as those on your letters?

(35 rate)

COMPLETION TEST

break, broke, broken

1. Did you know that the altitude record had been _____ again?
2. Henry _____ all records for diving at the outdoor tank.
3. My cousin is so big that he _____ the chair.
4. When he had _____ it, he tried to hide it.
5. Were these cups _____ when you put them away?
6. They were _____, but I didn't _____ them.
7. George _____ his bat when he hit the ball.

Have you begun your own list of words you are learning to hyphenate and define? Arrange them as on page 255.

If your fingers ever get themselves mixed up, it's because you weren't firm with them on earlier drills and stories. Make each finger do what it is supposed to.

(35 rate)

SPECIAL DRILL o, e

become before behold broke brother close come complete cover does
done effort fellow flower forenoon forget hole home hope however
lemon lone loose lose love money more mother move November
object October offer often once one open order other over people
person power report second smooth some soothe stone telescope
those together vote whose women wonder

Change the style of the heading if the class teacher prefers it. Short articles look well double spaced. Leave **three** lines below the title.

(3 min.)

Name
8B Music

Date
5th Period

PERCY GRAINGER

| | |
|--|-----|
| Percy Grainger is a pianist and composer best known to | 56 |
| junior high school students through his descriptive piece called | 121 |
| <u>COUNTRY GARDENS</u> . This is a favorite number on orchestra pro- | 182 |
| grams. Mr. Grainger was born in England, but after touring over | 247 |
| almost the entire world, he came to the United States to make his | 313 |
| permanent home. Folk songs and melodies of many countries have | 377 |
| been the inspiration for a great number of Mr. Grainger's compo- | 441 |
| sitions. | 451 |

Write sentences using these **singular possessives**: Tom's dog, the girl's hair, the dog's tail, my typewriter's fault.

Don't be the kind of person that says, "I can't help striking u for i." Make sure that you can type all the words in this story correctly at your best rate.

(35 rate ; 5 min.)

A RESCUE

Every Saturday last June and July the four of us rowed up
Puget Sound to the Boy Scout Camp at Double Bluff. Just before
sundown the Scouts used to run to the beach and plunge into the
surf. Ducking under the breakers is great fun, but you should
be careful not to get upset by the rush of the water. The older
Scouts acted as lifeguards.

Last summer, Buddy Austin, one of the younger boys, rushed
past the guard and ventured out to a buoy a hundred yards from
the beach. He clung to the buoy, so exhausted that he was unable
to shout. Three of the guards found a leaky skiff used for duck-
hunting, and rowed out to rescue him. They pulled Buddy off the
buoy, and tumbled him into the boat. It was lucky for Buddy that
the tide had not turned.

"In the future," Buddy said, "I shall not be so reckless."

Use a clean half-sheet of paper. Without anything being said by your teacher, put on the heading, decide where to start on your paper, and make such a good copy of these sentences that you would be proud to have **anybody** see it. Start **only** once.

COMPLETION TEST

ring, rang, rung

1. Has the telephone bell _____ this morning?
2. No, but the door bell _____ twice, and I answered it.
3. The chimes in the tower _____ out over the campus.
4. They have _____ every day at noon for thirty years.
5. It is interesting to see how they _____.

There may be some other Thanksgiving poems that you would like to type after you have made a good copy of this one.

TURKEY AND TRIMMING

The days are growing shorter,
And the nights are turning cold;
The leaves have fluttered from the trees,
And lost their red and gold.

What care I if cold winds bite,
And frost is on the land--
I sprawl before an open fire,
An open book at hand.

I dream of all that's coming--
Smell spicy pumpkin pies,
See the table piled with goodies,
Before my very eyes;

See the turkey brown and bulgy
With the stuffing steaming high.
I hope that all good people
Will fare as well as I.

(93 words)

--Beverly Laursen
(Mason School, Tacoma)

Saw and seen are used so much in conversation that it seems strange that some people go right on saying I seen, even when they know better, doesn't it?

(2-3 min.)

WORDS TO WATCH

saw, seen

| | |
|--|-----|
| Have you ever seen ivy growing on an old house? Last Octo- | 59 |
| ber we saw an old wooden house completely covered with Boston | 121 |
| ivy. I have never seen such gorgeous autumn colors. We saw | 183 |
| nearly every imaginable color. If you had seen that mass of | 244 |
| green, purple, brown, and gold, you would have been enchanted. | 308 |
| The old house that we saw was on the Boston Post Road. | 362 |

Is this a true story about yourself? **Typewritten** has two t's and **comma** has two m's. **Abbreviate** should be spelled letter by letter.

(35 rate ; 3-4 min.)

TYPING MY WORK

You'd be surprised how my typewriter improves the looks of my schoolwork. All my teachers have commented on it. I think it is chiefly because typewritten work is neater.

I always write the title in caps, center it, and leave two lines below it. My top and left margins are looking much more attractive now. Getting the quotation marks in the right place seems to cheer up my English teacher. Now that I'm a much better typist, my headings look very neat. I'm remembering not to abbreviate, and for weeks I haven't forgotten the space after the comma in the date.

This interesting editorial is from a school paper. Are there typists in your class who help with the paper in your school?

(25 rate)

THANKS AND GIVING

| | |
|---|-----|
| What a world of difference in these two words, when we drop | 60 |
| the <u>and</u> and write them as one! Together, they stand for one of | 124 |
| the most truly American festivals. Apart, they spell the two | 186 |
| qualities that are essential to a true Thanksgiving. I wonder, | 251 |
| though, if the custom of years has not dulled our appreciation | 314 |
| of them. Every year we give thanks for what we have received. | 378 |
| Would it not be well for us to concern ourselves also with giving, | 444 |
| as an expression of our gratitude? While we are gathered in our | 509 |
| family reunions next Thursday, would we not all be happier if we | 574 |
| could say that we had given to others less fortunate, so that | 636 |
| they, too, could give thanks for some of the comforts of the world? | 706 |

Type this story for your weekly record ; then practice it until you can write it with very few mistakes.

PINE-CONE TURKEYS

Clever little turkeys for decorating the Thanksgiving dinner table can be made from pine or fir cones, with the help of a few pipe cleaners, some of the little brown trays that come in candy boxes, a set of water colors, and a bit of stiff cardboard.

First, bore two holes near the middle of the cone, and stick two pieces of pipe cleaner firmly in them. Bend the pipe cleaners so they will look like the legs and feet of the turkey. A little yellow color will help to give the right effect. Next, bore a hole in the stem end of the cone, and put in another bit of pipe cleaner. Bend it up and to the front, and curl up the very end to make the neck and head. Here again the water colors will help to give the right effect.

Now take one of the little brown paper cups. Cut it once straight from the outside to the middle, and see that it is crimped all around, so that it looks like a fan. Tuck the little fan carefully under the scales of the cone, near the smaller end. This will make the wide flaring tail. Now glue the feet to a small square of cardboard, to make the turkey stand up. You may want to add a little glue here and there to keep all parts firmly together. Perhaps a few more touches of the water-color brush will make your turkey more lifelike.

* * * * *
* TIMOTHY TYPIST SAYS *
* Your typewriter is like any other *
* partner — treat it considerately and *
* intelligently. *
* * * * *

MEASURING MY PROGRESS

Unit III
Week 3

PERFORMANCE

If some other poem suits the season of the year better, use it. After you start a selection, **finish** it without stopping. Find "extra work" for yourself, if you wish.

All Students

Turkey and Trimming, p. 130
Letter, p. 111
Pointers on Color, p. 123
An Introduction, p. 117

Ambitious Typists

1. Put words from any of the Word or Spelling Lists (see Index) into 2 or 3 columns.
2. Use the **x** or ***** key to make a border suitable for the title page of a notebook.

RATE

How far your progress line goes up any week depends chiefly on what goal you set yourself on Monday and how many words you learn during the week. Many students could add three or four words a minute to their rate merely by not looking away from their book during the whole 5 minutes. Frequently, learning only **one** letter on which you have been hesitating will raise your rate. Careful reading is important.

COMPLETION TEST ON THE NAMES OF PARTS OF THE MACHINE

You have probably reviewed the first test on the names of parts of the machine (p. 73) from time to time. Here are five more names. One student might read aloud each statement before the class types them. A quick drill would be to point to the parts as they are called out. Include those on p. 84, also.

1. When centering titles, deciding left margins, etc., I move the carriage over and read the scale by watching the ____.
2. After I decide how long my line of writing is to be, I set the ____ according to the marginal scale.
3. The ____ lets me set my machine for single, double, or triple spacing.
4. It is faster to use the ____ for paragraph indention, headings and closings of letters, and for lining up columns.
5. When using the tabular key, my machine jumps to the point where I have set the ____.

Answers

Marginal stops
Line space regulator
Tabular stops
Writing scale pointer
Tabular key

To the Teacher: This is a school distribution, by classes, of gross scores, seventh grade, new keyboard, the 14th week. Refer to page 146 for suggestions in regard to its value and use.

| DISTRIBUTION | | | | | | | |
|--------------|-------|-------|-------|-------|-------|-------|-------|
| SCORES | I | II | III | IV | V | VI | TOTAL |
| 50-54 | — | — | 3 | 3 | — | — | 6 |
| 45-49 | — | 1 | 2 | 4 | — | 2 | 9 |
| 40-44 | — | 4 | — | 3 | 1 | 2 | 10 |
| 35-39 | 1 | 5 | 5 | 7 | 3 | 3 | 24 |
| 30-34 | 1 | 8 | 3 | 3 | 4 | 10 | 29 |
| 25-29 | 8 | 9 | 8 | 4 | 4 | 7 | 40 |
| 20-24 | 5 | 1 | 6 | 4 | 9 | 2 | 27 |
| 15-19 | 3 | 5 | 4 | 2 | 3 | — | 17 |
| 10-14 | 4 | — | 3 | — | — | — | 7 |
| No. = | 22 | 33 | 34 | 30 | 24 | 26 | 169 |
| Range = | 12-37 | 15-47 | 11-53 | 18-54 | 16-42 | 22-46 | 11-54 |
| Median = | 24 | 30.75 | 27.5 | 36 | 25 | 32 | 29.2 |

You may add a line to the last paragraph in this tenth Travel Letter, if you wish.

(35 rate)

Carcassonne, France

It seemed very strange to drive in a modern taxicab over 59
an ancient drawbridge into this very old city in Southern France. 126
Carcassonne is completely surrounded by walls. It was originally 192
built by the Romans. I can hardly imagine all the enemies that 256
these walls have kept out during hundreds of years. The people 320
inside the walls must have been glad of their protection. 379
Perhaps there will be a letter from you waiting for us in 437
Florence. I hope so. 460

Write these sentences often enough to fix the proper forms of **lie** and **lay** in your mind. Use the correct forms in your conversation until they **sound** correct to you.

WORDS TO WATCH

lie, lay, lain; lay, laid, laid

1. May I lie in the hammock for a while?
2. I have been lying under the tree in the shade.
3. Lay your wraps here on the bench.
4. She laid her books on the typing desk.
5. Her sister had laid her notebook there first.
6. John lay at full length on the sand. Tom lay beside him.
7. Why don't you lie down a while? You look tired.
8. The puppies have lain there all afternoon.
9. They lie all huddled together.
10. Old rugs and pillows were lying in a heap.

This poem doesn't rhyme, but it reads smoothly.

DETERMINATION

Let winds rage,
Let rain beat,
And I will laugh at them!

They cannot make me bow my head
In humble subjection.

Let them whirl over me, 'round me,
Let them tear into me,
Clutching my throat with their icy grip,
Wildly slashing with knives like steel.

I will not falter!
I will not turn back!

Let them scream at me,
Mocking me,
Taunting and jeering me,
Hating my silence.

Their frenzy unheeded,
I go singing.
My heart will ever be singing.

(90 words)

--Alice Bremer
(Roosevelt High School, Seattle)

You never get so "fast" that you neglect to use your best habits. In your speaking and writing do not give rose a helping word.

COMPLETION TEST

rise, rose, risen

From the farther side of the field _____ a red plane. Having _____ rapidly, it passed right over us. In a few minutes it had _____ a thousand feet. Just then the sun _____ in the East. Did you ever watch the sun _____ from an airplane? When landing, the ground seems to _____ up to meet the plane. If the wind should _____, flying weather will not be very good today.

IMAGINATION

I climbed upon a little thought,
And traveled through my brain.
My thought went through so very fast
I soon was back again.

(25 words)

—Ann Davis
(Olympia High School)

Practice **color** until you can write it smoothly at your fastest rate, never missing an o. Remember the arrangement of this article, for it will be very useful.

MORE POINTERS ON COLOR

Excellent ideas of color schemes and color arrangement can be found in the coloring of flowers, birds, insects, rugs, tapestries, and in Japanese prints. Color combinations in Nature never seem to clash.

Red is a bright, exciting color. It is seen in fires, and in the cheeks of healthy children. It is also the color of danger, for it seems to shout out loud to be noticed.

Orange is also a bright, vivid color, and shouts to be noticed, though not so loudly as red.

Yellow is the color of the sun, and always reflects a warm feeling. It is the lightest of the standard colors.

Green is cool and restful. It is the favorite color of Nature. Yellow-green is the color of Spring.

Blue is in the sky, the oceans and lakes, and in the cool, quiet shadows.

Violet is found in the shadows of a fading sunset, the color of half-light. With purple, it is often called the royal color.

Many of these words should be spelled letter by letter as you are learning to write them correctly. How should you pronounce: **Women, woman, February? Understand** would have no hyphen if written in the middle of the line.

(35 rate)

COMMON WORDS

Wednesday women wonder conference died glass held less under-
stand along August evening father forenoon large meant seven
address charge family finish hot known least plan saw seen
whole whose action change court follow matter cost February
lady part reply spend attend case fall however July report
speak vote wife bring company cut member November open reach
regard woman according between bill certain copy deal director

Your teacher will give you one minute to plan silently the word or words you will write in the blank spaces. If you keep your mind on your work very few editing marks will be necessary. Always use these expressions correctly in conversation.

COMPLETION TEST

haven't any, have no

1. You _____ idea where my agate ring has gone, have you?
2. Run along now, you _____ time to lose.
3. You _____ reason to be discouraged; your work is very good.
4. I'm sorry, but we _____ firecrackers left.
5. The boys _____ more bait. So they have to stop fishing.

Use the homonyms, pages 267-270, frequently for word drill, and put some of them into sentences.

Practice words and phrases at your best rate while you are mastering this story.

(35 rate)

BASEBALL

Next week the White Sox meet the Red Birds in baseball. That isn't much time to get a good team together. Just the same, the game will have to be played, even if one team isn't ready. The White Sox seem to have the best pitchers, while the Red Birds have the heaviest hitters. Which would you rather have on your team, clever pitching or heavy hitting? Both teams have good infielders and fast outfielders. Which would you pick to win, the batters or the pitchers?

This is the last (eleventh) Travel Letter, unless you want to decide how they came home and write a letter about their return. Use the parentheses correctly.

Florence, Italy

This is a beautiful city. One of the most interesting things we have seen is the huge cathedral. This Cathedral was the first building in the world to have a large dome on the top. Since this dome was built, every country has copied that style of architecture. St. Peter's Cathedral in Rome, and the Capitol Building in the United States have domes like this one.

Florence is such a great art center that many palaces have been turned into art galleries. In the shops I like the Italian pottery and hammered silver things best. Out in front of our hotel (the Minerva) are the posts that used to serve as the starting points for the chariot races.

It has been such a grand trip that I'm sorry we have to leave for home so suddenly.

Here is a little note for you to set up and arrange. Make an accurate, well-spaced letter the first time you try. In the heading there is no comma after **Avenue** or **Illinois**. Sign your name.

539 South Kishwaukee Avenue, Rockford, Illinois, Today's Date.

Dear Evelyn, I am having a surprise party for my brother on his birthday. I would like to have you come. No one is expected to bring a present. The party will be at our house next Thursday afternoon, at three o'clock. Cordially yours,

Be sure that **b**, **g**, **k**, and **m** are not paler than the other letters in this poem.

THE BREEZE

The early morning breeze,
So cold and crisp,
Came sweeping down
The green grassy meadow
Like a swelling ocean tide,
Making me feel
Like a strange person
In a strange world.

(35 words)

--Ronald Rosebrook
(Centralia High School, Centralia)

When you use **drunk** always use it with a helping verb. "I have drunk two glasses of milk every day this week," is correct.

WORDS TO WATCH

(2-3 min.)

drank, drunk

The cattle were tired and thirsty. So were the ponies and the riders. They had been on the trail since early morning, and now it was late afternoon. They had drunk nothing since they had started. The trail wound down to a little stream in the valley. The cattle ran eagerly to the water, waded out knee-deep, and drank and drank and drank. When they had drunk their fill, they began to crop the short, sweet grass.

Learn to spell all the numbers from one to one hundred. Find those on which **you** need to practice the most, and then learn to type them perfectly. Notice that all the numbers between twenty and thirty, thirty and forty, etc., have hyphens.

(35 rate)

THE COMET

| | |
|--|------|
| We have just issued our class book this week. We call it | 58 |
| the COMET because it occurs only once in a junior high school | 120 |
| student's life, and we want it to be as bright as possible. | 183 |
| The first page of the COMET we used for the title, and the sec- | 246 |
| ond for a picture of our school. The dedication is on the third | 311 |
| page. The fourth page has the names of all our teachers, and on | 376 |
| the fifth, sixth, seventh, and eighth pages are group pictures | 439 |
| of all the members of the class. The names of the graduates take | 505 |
| up all the ninth, tenth, eleventh, twelfth, thirteenth, four- | 566 |
| teenth, fifteenth, sixteenth, and seventeenth pages. The eight- | 630 |
| eenth page includes the table of contents, and on the nineteenth | 695 |
| and twentieth are the names of the COMET staff. A cartoon called | 761 |
| "Class History" is on the twenty-first page. On the twenty- | 821 |
| second are the names of the class officers. The twenty-third, | 884 |
| twenty-fourth, and twenty-fifth pages give an account of the | 945 |
| class play. All sorts of interesting information about this | 1006 |
| year's graduating class may be found between the twenty-sixth | 1068 |
| and sixty-eighth pages. | 1091 |

Do you use your typewriter so intelligently that it will respond the way you intend? Everything that happens in typing is the direct result of something you do. Have you mastered the keyboard, the shift key, the tabular key, the space bar, the carriage return, the paper guide, the paper bail, the paper release, the marginal stops, the margin release, and the variable line spacer so that all your motions are made unhesitatingly and correctly?

Don't neglect to warm up on the letter combinations on page 244. These should be followed by word practice. If you are calm and steady, your exercises will be well written.

COMPLETION TEST

may, can

1. _____ I come in to use the telephone?
2. _____ you draw this picture? _____ I help you?
3. Father says that I _____ go to a show this afternoon.
4. _____ I please finish this chapter before I turn off the light?
5. John _____ run faster than Henry, but he cannot jump as far.

If you can write the alphabet evenly and correctly at a pretty good rate, there is no reason why you can't write this story accurately after a little practice. If you need more practice, come in after school.

(35 rate)

THE EXAMPLE OF THE BEE

The honeybee has been for years an example of the industry expected of young people. From daybreak to nightfall bees fly from one bunch of bright flowers to another, extracting their fill of flower nectar. Back to the hive, over brooks and fields, they fly to build exact six-cornered cells in their waxcombs, and store the sweet yellow honey. Day by day, anxiously and carefully, they wait on the broods of young bees. If young typists follow the example of the bee, they will have that extra bit of excellence which separates the fair student from the extraordinary one.

Form thoroughly the habit of double spacing between paragraphs. On page 247 you will see *Brothers* as it would be printed. Note the single spacing between paragraphs in the printed form.

BROTHERS

"George, will you please let me ride your bicycle around the block?" asked Johnny of his older brother.

"No, you're too little," was George's answer.

"Please, just once. I'll be careful," pleaded Johnny.

"All right, just once around the block, and ride slowly."

Johnny balanced himself with one toe on the ground, then pushed off and wobbled down the street. He headed straight for the sidewalk, forgot how to put on the brakes, and bumped head-first into a fire hydrant.

"Are you hurt? Did you break my bike?" shouted George.

"Your bike isn't hurt," said Johnny, "but I've torn my pants."

"You'll catch it from Mother," remarked George.

"Mother won't scold me half as much for tearing my clothes as you would if I had broken your old bike." And Johnny walked away toward the house.

Only careless people use **came** with a helping word. That is never correct.

WORDS TO WATCH

come, came

Has our mail come yet? It is nearly noon and the postman usually comes earlier than this. Tuesday he came at ten o'clock. If I were sure that he had come, I would take this letter to the post office myself.

Isn't this a pleasant picture?

GRANDMA AND GRANDPA

Grandma who sits at the window to spin
Is now pale and wizened and thin.
But no matter to Grandpa if she's tired or gray,
He remembers that she was a beauty one day.

And Grandpa, although he's tired and worn,
Is always smiling and never forlorn.
He's remembered by Grandma as a gay young blade,
Pursued in his town by every young maid.

(68 words)

--Doris Donoghue
(Gray School, Tacoma)

Here is a chance to show that you have learned to write conversation correctly. Finish the story with four statements — two made by Jerry and two by Mr. Spencer.

DIPLOMACY

Slugger Joe swung with all his might, and the ball sailed high in the air over Jerry's head in right field, bounced on the pavement of Second Street, and crashed through the front window of Mr. Spencer's big house, right into the living room. Jerry hesitated, looked back doubtfully toward the diamond, where Joe was already rounding second base, and then ran quickly across the street and up the walk to the porch. Mr. Spencer met him at the door, with the baseball in his hand.

Jerry took off his cap, and said, "_____

_____."

"_____
_____, " replied Mr. Spencer sharply.

"But," said Jerry, "_____."

"_____, " said Mr.

Spencer, and Jerry took the ball and ran back to the playfield.

A typist has to think of a great many things at the same time. Concentrating on words to insert shouldn't spoil your rhythm.

(35 rate)

COMPLETION TEST

bring, brought

1. These relics were _____ all the way from Egypt.
2. When two colors are contrasted, each is _____ out more vividly.
3. Won't you come to our party next Wednesday, and _____ your cousin, too?
4. After the girls had _____ their books home, they found that they were the wrong ones.
5. Martha _____ some beautiful pictures of Shoshone Falls to class today.
6. The forest fires this summer _____ to us the importance of being careful with matches in the woods.

A story like this tests your rate on unusual or difficult words. Don't pay any attention to your neighbor. Be steady.

(35 rate; 3 min.)

TOURISTS

The seven Nevada visitors who arrived today have voted to visit Idaho, Colorado, California, and Oregon in the very near future. The eleven that arrived yesterday divided quietly to avoid having so heavy a load for the quaint old stage they used for traveling. They reported they had never seen such a varied and vivid caravan as the one that was striving in vain to drive a herd of calves along the edge of a quivering bog.

Your habits of calmness and steadiness are serving you well, aren't they? In many classes not a single typist hurries or worries. That means the writing is good.

THE LURKING SHADOW

One night as Billy was quietly sitting in a chair reading, 59
he heard the back door open and close; then everything became 121
quiet again. Pretty soon a dark shadow appeared on the wall. 184
It was extremely tall and very large. It came closer and closer 249
until its hand came down heavily on his shoulder. It made queer 314
sounds in his ear, too. Then the hand slowly came close to his 378
neck and stopped. The nails of this hand gripped into his shoul- 443
der. Then the hand didn't seem to move any more, but the body 506
of the shadow sat down heavily on Billy's lap. 554

Billy couldn't stand it any longer and started to scream, 612
but the hand with the fingernails went across his lips and 672
then disappeared again. This time Billy beat at the hand and 734
screamed. His mother and father came running in and found Billy 799
with a surprised look on his face. A mystery book was lying on 864
the floor beside him, and his cat was resting peacefully on his 928
shoulder with his paw across Billy's lips. Billy's dog Rover 990
was sleeping quietly on Billy's lap. 1028

* * * * *
* TIMOTHY TYPIST SAYS *
* Your rate in typing is like your high dive — *
* you don't choose one any higher than will result *
* in a good performance. *
* * * * *

MEASURING MY PROGRESS

Unit III
Week 4

PERFORMANCE

All Students

A poem of your own choice
Letter, p. 139
Completion Test, p. 129
Brothers, p. 142

Ambitious Typists

1. Put into sentences 5 compound words, p. 35
2. Define and syllabicate (as on p. 255) 10 words from the *Seventh-Grade Spelling List*, p. 257.

RATE

Finishing less work than your neighbor is not particularly serious, but failing to write at least **two words a minute** faster this week than last is serious. Classes move up about that much a week, but many individuals can increase as many as five words a minute some weeks. Take responsibility for your own progress!

SKILLS

By the time you finish Unit III you should possess these additional skills. Just reading over the list and saying, "Yes, I know that," is not enough. Sometimes there is a big difference between what we **know** and what we **habitually** do.

Arrangement

1. Setting up lists of definitions.
2. Typing unarranged letters.
3. Spacing correctly articles like *More Pointers on Color*, p. 136.

Rhythm

4. No pale letters.
5. Inserting words in Completion Tests without spoiling rhythm.

Working Efficiently

6. Adjusting reading rate to typing rate.
7. Stroking tabular key by touch.
8. Referring to the Punctuation, Capitalization, and Usage Summaries, pp. 251-253.
9. Never hurrying.

English

10. Using suitable salutations and closings in friendly letters.
11. Using at least 20 of the words in Words to Watch paragraphs correctly in all speaking and writing.
12. Learning to hyphenate at least 5 words each week.

Plays

13. Writing the names of the characters in solid caps.
14. Indenting **every** line of the speeches.
15. Double spacing between speeches.

To the Teacher: There are times when it is rapid and somewhat useful to find a class **Average**. This tells nothing, however, about how widely the class is scattered or whether the lowest scores are too low, and it is not an adequate guide in setting individual goals.

The most complete, accurate, and easily interpreted picture of progress is a distribution of scores by classes. (See page 133.) The pupils can readily read such a distribution and see their own relation to the class median. It makes each student's next goal seem within his reach (to move up one step in the distribution).

Referring to the distribution on page 133, the highest to the lowest scores (**Range**) are obtained from the papers.

The **Median**, representing the middle score, is computed as follows. (Refer to the distribution, page 133, and the discussion, page 146.)

Count up as far as half the number of cases. In the Period I class (p. 133), this would be 11, or part way through the 20-24 group. The exact distance is $\frac{4}{5}$ of the way through the group, and since each group contains 5 steps, the **Median** becomes: 20 (lower limit of that group interval) plus $\frac{4}{5}$ of 5, or 24.

For the Period III class (p. 133), the **Median** would be: 25 plus $\frac{4}{8}$ of 5, or 27.5.

UNIT IV



MY TYPEWRITER AND I GAIN CONTROL

For weeks you have been able to turn out good copies of poems, letters, etc., using your good habits, but at first it took you quite a while. Now that your gross rate has advanced from twelve or fifteen, to twenty, thirty, and possibly forty or more words a minute, good copies take less time.

Through Unit IV you will gain even greater control over the typewriter. Real control is quite an individual matter — it has nothing to do with your neighbor, the day of the week, the typewriter you are using, or the color of the wall. *Control* really means keeping your fingers from “running away” with you. It consists of making your eyes, your fingers, and your typewriter do what you want them to do. It means you are in *charge* of yourself and that *you* take the responsibility for what appears on *your* paper.

Your writing will show how complete is your control. In Unit IV are more drills that will help you get rid of letter difficulties (refer to the Index, also). Arranging letters, addressing envelopes, and making tables and outlines are fun. So, also, is typing stories that contain subheads or include quoted material. Book reviews and all kinds of poems will continue to provide interesting practice.

Another test of your control is your *net* rate. Like your gross rate, it will increase each week if you make intelligent efforts to learn letters and words better and better, and to concentrate always on what you are doing. No waste motions, no mad rushing; just steady reading and even tapping, with every stroke planned and kept under control — that should be your goal.

Can you be proud of *all* the writing you do?

A poem that swings along as well as this one deserves perfect writing. Practicing phrases separately will improve the smoothness of your rate.

HOW DREAMS COME TRUE

We can't live in the future,
We can't live in the past.
We must live in the present,
As long as life can last.

Just planning things won't get them;
Just wishing will not do;
You have to work and do things
To make your dreams come true.

(61 words)

--Arminda Crespe
(LINCOLN NEWS, Lincoln High School, Tacoma)

Be sure to strike the apostrophe correctly in the title. Remember to release the shift lock at the proper time.

(4-5 min.)

MOTHER'S DAY

Next Sunday is Mother's Day. It is a day of tribute to our 73
mothers for the fine strong bodies they have given us, and for the 140
wholesome, sturdy characters they have built in us. It is a day 205
of appreciation for their continued affection and concern for us. 272
Telegrams, letters, and flowers speed affectionate messages 332
to distant mothers. Boys, girls, and Dad show Mother particular 396
consideration on that day. They even do all the kitchen chores 460
for her. But the thoughtful boy and girl will make every day 522
Mother's Day. If we give Mother a cheery greeting in the morning, 589
a wave of the hand when starting for school, a hug and a kiss when 656
coming back, and a little extra help when she is tired, she will 721
need no telegram or bouquets to tell her that we love her. 781

If you own a portable typewriter, you can type all Mother's recipes. Misspelling words in a recipe is a serious matter. Some words that may need drill are: **until, chocolate, mixture, milk.** Whose finger is used to strike the diagonal (/) in fractions?

FUDGE

| | |
|---------------------|----------------------|
| 2 squares chocolate | 1/8 teaspoon salt |
| 2 cups sugar | 3/4 cup milk |
| 1 tablespoon butter | 1/2 teaspoon vanilla |
| 1/4 cup walnuts | |

Melt chocolate. Add sugar, salt, and milk. Stir until mixture boils and sugar is dissolved. Cook without stirring until mixture forms a soft ball when tested in cold water. Remove from fire. Add butter and allow to stand until partially cooled. Add vanilla and walnuts. Beat until creamy. Pour into buttered pan. Cut in squares.

Your fingers are not lazy if they write this story well. While concentrating on **z**, be sure to strike **o, l, s, and y** correctly.

(25-30-35 rate)

SALLY

Shall I tell you about Sally? Sally is a very lazy little girl. She says she is not lazy, but last week I'm sure I saw her dozing in school when she should have been working. She even lost a chance to visit the zoo because she was too lazy. Sally's little sister is almost the same size. She is lazy also. It's very sad. Don't you think so? I'm sure you aren't lazy like Sally. Surely there aren't many lazy little girls in your school.

Boys and girls who go to picture shows or listen to the radio may wish to write a letter like this one. Notice that it is clear as well as very courteous. The envelope is on page 151.

3846 West Hewitt Street
Everett, Washington
(Today's Date)

Miss Eleanor Allen
Super Film Studios
Hollywood, California

Dear Miss Allen:

I am writing this letter to ask a very great favor of you. My brother Theodore is having his twelfth birthday two weeks from today. Would you send him one of your photos so he will get it on his birthday? If you have one of yourself and George Emerson together, that would please him better yet.

Theodore listens to your radio programs every week. He thinks they are keen.

Thank you.

Yours very truly,

Your Name

The period and the comma always come **inside** the quotes. The semicolon (;) is written **outside** the quotes. Practice the third sentence in this paragraph first.

(3 min.)

WRITING PARAGRAPHS

A paragraph is a bit of writing that is centered about a single thought or a simple statement. Once in a while a paragraph may consist of only one sentence, but usually it has several sentences. A well-written paragraph, however, will always "hang together"; that is, every sentence in it will explain or develop the main idea. This leading idea is generally stated in its simplest and plainest form in the very first sentence. When the first sentence states the topic of the paragraph, it is called the "topic sentence."

Read through this exercise, choose the correct form to insert, and make a good copy on a clean half-sheet of paper without help from anybody.

COMPLETION TEST

come, came

1. The captain and his men _____ to our rescue.
2. Haven't they _____ back yet?
3. When I _____ to the end of a good story, I am sorry.
4. George _____ up the stairs, two steps at a time.
5. We made camp as soon as we had _____ to the stream.
6. As they _____ around the bend, Firefly was ahead.
7. All things will _____ to him who hopes and works.

Form the habit of writing correctly and completely the address and the return address on every envelope. It is easier for the mail sorters to read the name of the state when it is written on a separate line. Avoid abbreviations whenever possible.

Esther Brooks
3846 West Hewitt St.
Everett, Washington

Miss Eleanor Allen
Super Film Studios
Hollywood
California

The best typists in the class will have time for some original work in addition to the regular exercises. Try to keep both the **quantity** and **quality** good.

The punctuation in the first sentence will interest you. When the whole sentence is a question (not just the quoted portion), the question mark is placed at the very end, after the quotes.

BEAVERS

Have you ever heard the expression, "busy as a beaver," 56
or "working like a beaver"? I never realized just what that 117
meant until Ezra Meek, an old Wisconsin woodsman, took me up 178
into the woods and showed me where a colony of beavers had 237
built a dam across a small stream. The dam was broken, and 297
the beaver lodges were high and dry where the level of the small 362
lake had been lowered. 386

Beavers build their homes in the bed of a creek or stream 444
by piling sticks and mud to a height of about six feet. At the 508
same time they begin the building of their dam. Before the 568
water rises behind the dam, they level off a kind of platform 630
on the top of the heap, and roof it over with an arch of sticks, 695
stones, and mud. When it is finished Mr. and Mrs. Beaver have 758
a home which is above the level of the water, and safe from 818
forest enemies. The only entrances are below the water level-- 881
tunnels which they have chewed through the maze of saplings 941
that make the foundation of the lodge. 981

Beavers do all their work with their strong curved teeth, 1040
and their front paws. Some people think that beavers use their 1104
broad flat tails as trowels to press down the mud, but this is 1167
not true. Their tails enable them to stand upright, and are a 1230
great help in swimming. They also are used to slap the water 1292
with a loud noise, as a danger signal to their companions. 1352

In "setting up" this letter, follow the plan shown on page 71. One rough draft which you edit and retype should result in a correctly-written, attractively-spaced letter you would be proud to mail. Sign your first name only.

1020 South Harding Street, Denver, Colorado, Current Date. Dear Marjorie, I would like to have you spend next week end with us. We are going out to the lake to stay overnight. Then we will drive to the Mountain for the rest of the time and return Sunday afternoon. (Paragraph) I know we are going to have loads of fun. We need a good friend like you to share our trip with us. Very cordially yours.

By this time you should never make a mistake on It's or on the semicolon. A good copy in 3 minutes can be expected of every pupil in the class this week.

YOU

What makes you so different
From all the rest I know?
What is there about you
That makes me like you so?

It's not your hair, and not your eyes,
It's not what you have said;
It's not the way you smile at me,
Nor the way you toss your head.

It isn't that you charm me more
And more as time goes by,
With that little mischief in your tone,
And that twinkle in your eye.

It's these all put together,
That make you dear to me;
It's just that you are what you are;
It's your personality.

(101 words)

—Georgia Brown

Practicing words incorrectly does more harm than good. Writing *twi* will never teach you to write *two*, nor will drilling on *majes* help you learn *makes*. Develop habits that will serve you.

Always give **begun** a helping word and let **began** stand by itself. You can write this story quite accurately in 2 minutes unless you need to learn better some of your letters. Don't forget that pale letters are danger signals.

COMPLETION TEST

began, begun

Harold and Edgar had barely _____ to raise the sail on 56
their little boat when the wind _____ to blow in sharp gusts. 120
The waves _____ to get higher and higher, and were topped with 184
breaking whitecaps. They looked anxiously back to the little 247
pier where they had _____ their adventure. Things _____ to 308
look serious until they saw Dad's motorboat start out. 365

Have you formed the habit of consulting the dictionary in regard to hyphenating words?
Where else could **different** have been divided?

VOCATIONAL CIVICS

Vocational Civics is a study of occupations. Our class 56
has a shelf full of good books which we use. Each day a dif- 117
ferent girl acts as chairman and takes charge of the class. 178
The first fifteen minutes are spent on reports for which we get 242
extra credit. Every Friday we take up a different aspect of a 305
girl's personality, and the part it might play in getting and 367
keeping a position. The discussion may be about her hair, 427
fingernails, face, complexion, or something else. The girls 488
who have the greatest number of points sit in the back row. 549
"Vocations" is very interesting to study. 592

Careless writing is a waste of time. You will do better work, if you feel a personal responsibility for everything that appears on your paper.

Plan this letter so carefully that your **first** copy will be mailable. It will take careful reading to get all the words spelled correctly. You shouldn't need any suggestions as to top and side margins.

3246 South 35th Street, Milwaukee, Wisconsin, Current Date.

American Stamp Company, 1792 Marion Street, Chicago, Illinois.

Gentlemen: Please send me your latest complete price list of American and foreign stamps and packets of stamps. If it comes promptly I shall send you an order before Christmas. Very truly yours, Harold Richardson.

Type envelopes with special care. The only punctuation mark needed is the comma after **Milwaukee** in the return address. Use the tabular key for the four lines in the address.

Harold Richardson
3246 South 35th Street
Milwaukee, Wisconsin

American Stamp Company
1792 Marion Street
Chicago
Illinois

Be sure that you can spell **except**, **friends**, and **arithmetic** before you begin this exercise. **Accept** and **except** should be part of your speaking and writing vocabulary.

COMPLETION TEST

accept, except

1. George has done all his work _____ his arithmetic.
2. If you _____ the position, you must be on time.
3. You should not _____ presents, _____ from close friends.
4. _____ for a few stars, there was no light.
5. No one, _____ the family, was in the house.

Your reading rate needs to be constantly adjusted to your typing rate. On many words (**remember**, for instance), you might leave out a syllable unless you note carefully the order of the letters, and keep your mind on that particular word until you have finished writing it.

FRECKLES

| | |
|---|-----|
| Gene Stratton Porter wrote this interesting story about an | 59 |
| orphan boy who had lived as long as he could remember in a chil- | 124 |
| dren's home. At eighteen years of age he set out to make his own | 189 |
| living, and he found that the habits of honesty and industry that | 255 |
| he had learned helped him to make his way in the world. He always | 322 |
| had been interested in the nature life of the great Limberlost | 385 |
| Swamp that he had learned to love. The reader will be charmed | 448 |
| with the story of his romance with the Angel of the swamp. | 508 |

Many persons have trouble because they are unwilling to spell words letter by letter. New or difficult words will be in the letter stage; in fact, they should be. It would be poor judgment, for instance, to tackle **eighteen** or **Stratton** at the same rate you use for **in the**. Even if you "slow up" for certain long, hard words, your stroking can be even and rhythmic.

TULIPS

Tulips bold,
Red and gold
Warriors valiant
Battling cold.

Chill's the wind,
Faint's the sun;
Still they cry,
"Spring's begun."

In personal letters, it's convenient to lock the shift when writing the names of movies. Students should write an **original** review, if there is time.

MOTION-PICTURE REVIEW

| | |
|--|-----|
| I like NAUGHTY MARIETTA so much that I have seen it twice, | 60 |
| and if it comes to town again, I believe that I will go to see | 123 |
| it a third time. This is a story of noblemen and pioneers, pi- | 186 |
| rates and Indians, and the old French colony in New Orleans. The | 252 |
| very finest part is the music, with the wonderful songs written | 316 |
| by Victor Herbert. When I hear this music now over the radio, | 379 |
| I can picture to myself just where it comes in the opera story. | 444 |

Setting up these short, semibusiness letters correctly should be almost second nature now. Get the numbers right. Address the envelope, too, if you wish.

5022 Baker Street, Salem, Oregon, Current Date. Mr. Emery
Ashbury, Principal, Emerson School, Salem, Oregon. Dear Sir:
As I have moved to another district I wish to have my locker fee
transferred to Bagley School. Thank you very much. Yours truly,
Your Name.

Be **sure** you are correctly punctuating the letters you arrange, especially the heading and inside address. (There would be no comma after **Street, Oregon, Principal,** or **School** in the above letter.)

Even though your rate has increased considerably, you should never allow the capitals to jump up in the air. Keep your reading steady. Always master words that seem troublesome.

MY BEAR STORY

Two years ago my sister and I spent our vacation at my grandmother's home in Canada. My uncle and aunt decided that a hike up in the mountains would be pleasant. Ten people were assembled to make up our hiking party. At dawn, when it was cold and clear, we started on our trip.

We planned to go about twenty-five miles, into the roughest part of the mountains. Halfway up the mountain was a shelter cabin belonging to the Canadian Royal Mounted Police. We decided to eat our lunch there and not to go any farther.

It was very hot and I tried to find a cool spot where there weren't already two or three worn-out people. I climbed up the mountain for half a mile till I came to a stream tumbling down the mountainside, its mossy bank bordered by drooping willows.

I leaned against a log with a sigh of relief and contentment. Suddenly I heard a great snapping of twigs. I was too frightened to move; but made up my mind to see what it was that threatened my life.

I looked on the other side of the log and there, startled and almost as frightened as I, was a brown bear. Should I scream or stand still? Instinct told me to run, but common sense told me to stand still. Instinct won. With a scream I ran down the hill to my companions.

Our method of measuring progress will be the same the first two weeks of the new Unit. This is the **5th week** you have marked your gross rate on your chart. Has your rate increased considerably? Your performance tests continue to be very important, for you have been improving your typing skill to use, haven't you?

PERFORMANCE

Are you doing your editing neatly, with a sharp pencil?

All Students

1. Choose a poem from this book.
2. Choose an unarranged letter from p. 295.
3. *Completion Test*, p. 141.
4. Put into sentences 10 compound words from the list, p. 35.

Ambitious Typists

1. From your English text or a story you are reading, type a short section that contains conversation.
2. An original letter.
3. Type several jokes, in a 32-stroke column.

RATE

Increasing your rate each week is **good**; letting your rate get entirely out of control is **not** good. You should know your letter locations well enough now so that you can increase your gross rate by at least two words a minute this week and still have your writing look as if "the train had stayed on the track."

Concentrate on your reading and on every letter or word you tap. Send your fingers only where you want them to go.

Are you figuring your gross rate rapidly and accurately, using small figures in the right-hand margin below your writing? Are you marking your chart neatly?

NAMES OF PARTS OF THE MACHINE

This completes a list of 24 parts of the machine (see pp. 73 and 133). The most important one in this group is the variable line spacer. Be able to locate these parts and tell their use. Which parts do you rarely need to touch?

Variable line spacer
Ribbon reverse
Margin-release key
Bell
Ribbon spools

Ribbon indicator (color change and stencil lever)
Paper fingers, holders, clamps, bail, etc.
Paper-guide scale
Backspacer
Type guide

This would be a good poem to use as a foreword in your record of books enjoyed. Your rate should now be well established at a **useful** speed.

A BOOK

A book to me is a fairyland
Enchanted, so it seems,
A place where one can live and breathe--
Bring all his cares and dreams!

I always seem to live right with
The ones I'm reading of;
I seem to share their hopes and tears,
Their hates, their fears, their love.

And when I close the covers dear,
Although the reading ends,
I feel that ever afterwards
These people are my friends.

(85 words)

--Jane Rolfe
(Gray School, Tacoma)

You may use your own street address in the heading, and write your favorite radio station in the inside address. See how few editing marks you can have on your first draft.

Your Address
City, State
Today's Date

Your Radio Station
City, State

Gentlemen:

I am sending you my list of titles of songs for the contest numbers that were played yesterday on the MUSIC EDUCATION program. I am quite sure that all my answers are correct, except possibly two.

We all enjoy this program at our house, and we make a practice of looking up and learning the melodies that are new to us. Father and Mother are especially pleased when you play some old songs they have not heard for years.

Yours very truly,

Your Name

There are many occasions when typed programs are desirable. Attention to spacing, even stroking, correct spelling (especially names of places and people), and care in keeping capitals on the line will help to make an attractive program.

When finished, write a short news paragraph telling when and where the program is to be given, the price of admission, and other details.

ANNUAL SCHOOL CONCERT

Today's Date

Program

Band

| | |
|-----------------------------|------|
| Fountain of Youth, Overture | King |
| Gardes du Corps March | Hall |

Frank A. Webster, Director

Girls' Glee Club

| | |
|--------------------|---------|
| Indian Cradle Song | Mathews |
| Bells Over Jordan | Hamblen |

Thelma Jackson, Director

Band

| | |
|------------------|---------|
| Three Blind Mice | Douglas |
| Nero | Colby |

Frank A. Webster, Director

Adjust your left margin so these short lines will be centered.

COMPLETION TEST

let, leave

1. _____ us get together and form a club.
2. Do you think we should _____ anybody out?
3. _____ go! You are tearing my sweater.
4. Please _____ the room and _____ me do my work.

Be careful that **gave** is never coupled with **has** or **have**. Two minutes should be long enough for a good copy.

WORDS TO WATCH
give, gave, given

Christmas will soon be here. The twins are planning the 57
presents they will give to each other. They have given a lot of 122
thought to it, for they have each been given a dollar to spend. 187
Daddy has always given them books, and Mother has always given 250
them candy and nuts. Last year the twins gave each other purses, 316
and this year they must think of something different. There is 381
more fun in giving presents than in getting them. 430

Read this story through for the information it contains. With your machine set for double space, leave an extra line below the title, and above and below the quoted material. Indent every line of the quoted material 10 spaces, and single space.

THE DASH

The dash as a mark of punctuation is used to mark a very sudden break, or change of thought within a sentence. Its duty is to stand like a detour sign pointing the way around the main thought of the sentence.

From the deck of our ship--you remember that we
took an ocean voyage last summer--we could see
the bright light from Cape Flattery.

Unless a dash is used with excellent judgment, it will ruin a perfectly good sentence. No one wants to drive on a detour, anyhow; unless it is absolutely necessary.

When the dash is used, it is made by striking the hyphen key twice in succession, with no space before or after it.

Junior high school students enjoy writing courteous, attractive letters to assembly speakers and other visitors.

City, State
Today's Date

Mrs. J. C. Bell
Pacific Telephone Company
Portland, Oregon

Dear Mrs. Bell,

I want you to know how much I enjoyed your talk on Personality. You discussed a subject that interests me, and I learned a great deal that will help me.

I admired the ease with which you talked to us, and I am sure the girls have learned many things about speaking in public that will be of value to them.

We all hope that you will have time to come to our school and speak to us again.

Sincerely yours,

Your Name

How many people in your class are typing their English work regularly either after school or in the workroom? Use the heading your English teacher prefers. Try to depend upon yourself for suggestions regarding typing and spacing.

CAMPING AND TRAMPING WITH ROOSEVELT

| | |
|--|-----|
| One of the most noted friendships among prominent Americans | 60 |
| was the lifelong intimacy between Theodore Roosevelt and John | 123 |
| Burroughs, the naturalist. These two men loved to go away to- | 186 |
| gether on long camping and exploring trips into the wilds of the | 251 |
| northern woods. Mr. Burroughs wrote of some of these pleasant | 314 |
| adventures in this book. Besides the camping stories, there is a | 380 |
| great deal of information about the lives and habits of the wild | 445 |
| animals and birds that both these men loved to watch and study. | 508 |

BLUE

Blue is ever beautiful--
The blue of the summer skies,
And the flashing blue of whirring wings
Whenever a bluebird flies.

Lazy blue's in the deepest sea
When the winds are all at rest,
And the floating, fleecy clouds
Hang hazy in the west.

But the bluest blue of the deepest sea,
The blue of the flowers and skies,
Are not so softly blue to me
As the blue in my Mother's eyes.

You have learned to use the apostrophe for contractions and possessives. The apostrophe key is also used as a single quotation mark, to mark a quotation within a quotation. What three sentences are included within the single quotes?

GETTING A JOB

Mr. Osburn was seated behind his big flat-topped desk when Henry was shown into his office.

"So you're Henry Gates, and you want to work for us," began Mr. Osburn, as he studied the papers in his hand.

"Yes, sir," answered Henry, "I am anxious to get started with a good firm like yours, and I am sure that I can do the work."

"Well, Henry," and Mr. Osburn looked up over his glasses at him, "you seem to have some very good friends, judging from the men who have recommended you. I'll read you what one of them has written. 'Henry Gates will make good with you. He works hard, and plays hard. However, you can depend upon him to work before he plays.' Henry, I think we will give you a chance in the shipping room. Report to Mr. Blake for instructions."

Be sure that you never say or write **has drank**. In numbering questions or answers for your lessons, continue to line up the periods after the numbers, even after you get past 9.

COMPLETION TEST

drank, drunk

1. Each one has _____ his share of the lemonade.
2. Is there anything better than the water we _____ yesterday?
3. On our hike we _____ water from our canteens.
4. We could see from the tracks that deer had _____ from the pool.

Don't forget two spaces between sentences, especially in lines 7 and 12. Have you noticed that words can most easily be hyphenated before **ing**, and **tion** endings?

I WOULD NOT HAVE LIVED IN THE TIME OF QUEEN ELIZABETH

Rich jewels, gorgeous silk brocade clothes, money to spend for my slightest whim—all these and more could not have induced me to live during the later sixteenth century. There is another side.

Suppose you were poor. There would be none of the comforts of life—only dire poverty, moldy food, and a sickening sense of wondering where you'd get your next penny for rent. The law of the land was, "Born poor, die poor." Think what an unfair advantage the rich had over the poor. Sickness and death constantly held a black threat over all the people.

What is more, there would be no electricity, no running hot and cold water, no warm furnace-heated homes.

Dear me no! Please do not ask me if I should like to have lived in the days of Queen Elizabeth.

No matter how expert you are getting, and you really are acquiring expert skill in typing, don't neglect to warm up every period, and to drill on rhythm lines, the alphabet, words you need, and familiar stories.

Use plain white paper for letters you intend to mail. Arrange a short letter like this on a half-sheet, with plenty of white space at top, bottom, and sides.

9443 South Park Avenue, Chicago, Illinois, Current Date, Mrs.
M. Cossman, Oliver Morton School, Minneapolis, Minnesota, Dear
Mrs. Cossman: I have moved to Seattle, Washington. I wish you
would please look up my credits and marks for last year and then
send them to Roosevelt High School. Thank you. Yours truly,
Your Name.

You should be very critical about the way these questions apply to you. Don't hurry so fast with **Do I** that the capitals get up in the air. If you indent the second line of each question five spaces, and double space between questions, they will stand out clearly.

HOW TO STUDY MY SPELLING LESSON

Do I attack a spelling lesson with a well-laid plan, and learn it promptly and perfectly?

Do I see the syllables in a long word?

Do I quickly select the blunder spot, and concentrate on it?

Do I still misspell common words learned long ago?

Do I misspell words in my written work that I always spell correctly in my spelling class?

Do I use my dictionary as a help in every possible way?

Do I keep a list of troublemakers and study it at least once a week?

If your mind is on your work, there is no need of your making more than five mistakes in five minutes, and many students should make fewer than this. Don't hurry faster than you can keep your fingers under control. Our earlier mottoes of **No Worry or Hurry**, as well as **Concentration** and **Self-Control**, are still needed.

There are several important habits for you to form (in addition to learning how to spell **reminiscent**). Notice the use of the colon (:) to introduce a long quotation. Since the quoted material is lengthy you save time by moving your left margin over to 20. Change it back for the last paragraph. Don't forget the three lines above and below the quoted material and the two lines between paragraphs on the single-spaced material.

A CHRISTMAS STORY

Sometimes Dad becomes reminiscent, especially after a hearty dinner, and then we can persuade him to talk of the days of his boyhood in Illinois. One evening he got up from his big chair, walked to the window, and gazed at the swirling snowflakes that seemed to be playing tag in the north wind. This is the story he told us that night:

It was just such a night as this, a day or so before Christmas, when we were living on the Upland Farm. My father--your grandfather--had been away for two weeks. I was a big boy then, ten years old, and was Mother's chief helper.

Mother had just put us all to bed, and had blown out the light, when there was a tramp of heavy feet outside the house, walking right up to the door. Then the steps ceased, and there was a fumbling sound on the latch. Mother sat very still and said nothing, but I knew that she must have been terrified. She managed to call, "Who are you, and what do you want?"

There was no answer, only a swish, another knock, then footsteps racing away through the snow.

It was nearly half an hour later when Mother opened the door and peered out over the moonlit snow. What do you suppose she saw! A turkey so big I could hardly drag it into the house! Tied to it was a paper with "Merry Christmas" written in charcoal.

"And that reminds me," said Dad, "we have another Christmas basket to deliver this evening; then we can get our fun out of decorating our own tree."

Nobody in the class should take more than 2 minutes to finish a paragraph like this, with very few errors.

COMPLETION TEST

saw, seen

What good pictures have you _____ this month? I _____ TOM SAWYER at the Jewell Theatre last week. I wish that you could have _____ it with us. After I had _____ the picture, I wanted to read the book. We _____ the four Collins boys sitting just in front of us. They said they _____ the whole program twice.

It would be a shame to spoil this exciting story with mistakes. You can now concentrate on striking every word and each letter correctly. Paragraph correctly.

A NARROW ESCAPE

This incident took place in a farmhouse in Tennessee during the later years of the Civil War. 60 95

My great-grandmother was alone with her two children, her husband being away at war in the Union Army. She continually feared that the armies would come and take all their winter supplies. 153 215 275 286

One day they were surprised by a company of Confederate soldiers. The officers came in for dinner. While she was preparing dinner for the men, the officers went in and were playing with the boys. One of them asked the older boy where his father was. 342 405 470 528 535

The boy said, "He's out killing rebels." 581

My great-grandmother's heart sank, but the officer said, "That's all right, lady, I'm glad to see that the boy has not learned to lie." 638 699 715

The officers passed on leaving the family unharmed. 766

Notice the difference between **on** and **upon** and use them correctly in all writing.

(2-3 min.)

WORDS TO WATCH

on, upon

Our leader climbed briskly upon a great rock, and looked around. On our right was a steep cliff, and the trail was a narrow ledge about ten feet below us, across the creek. The only way to cross was on a fallen log. One by one we stepped gingerly upon the log, balanced ourselves carefully on the slippery footing, then leaped upon the ledge and picked our way breathlessly along the narrow trail.

You will enjoy the picture of a snowy Christmas this poem gives you. Bring other Christmas poems to class.

CHRISTMAS

Trudging home from shopping,
Loaded down with gifts,
Wading through the fluffy snow,
Where it piles in drifts.

Snowflakes softly now are falling;
Parents' voices loud are calling,
As with shrieks and shouts of glee,
Children from the snowballs flee.

Soon we safe at home will be;
Then we'll trim our Christmas tree.
At the top we'll place a star,
For the one that shone afar.

Then when twilight softly falls,
And the stars shine down on all,
We all kneel down our prayers to say,
And ask God's grace on Christmas Day.

(114 words)

--Alma Norris
(Gray School, Tacoma)

Are you keeping a list of words which you have looked up in the dictionary, and learned where they can be divided at the end of the line?

WHEN A SHIP STRIKES A ROCK

During the gold rush of 1896, my uncle went to Alaska to 57
seek his fortune. After a few years of mining near Dawson City, 122
in the Yukon territory, he returned home on the ISLANDER. His 185
gold was in three leather bags in the ship's safe. In a heavy 248
fog the ship struck a rock and began to sink rapidly. Since 310
there was not time to launch all the lifeboats the captain or- 372
dered the passengers to jump into the water. My uncle put on 434
two life preservers and leaped in. Many small blocks of ice in 498
the water kept bumping him, so he was bruised all over, but was 562
finally washed up on the beach. 595

Meanwhile the people in lifeboats reached shore and built 653
a huge fire. They picked my uncle up and placed him among the 716
dead. One of the survivors, whose husband went down with the 778
ship, and who was brought ashore in a lifeboat, recognized my 840
uncle. She asked the men to put him close to the fire. He suf- 904
fered from this accident for many years, but today he is strong 968
and healthy. This boat, the ISLANDER, was recently raised from 1015
the sea by a salvage company. 1061

MEASURING MY PROGRESS

Unit IV

Week 2

PERFORMANCE

The rate you use on your performance tests is not the same, of course, as that you use when trying to keep your progress line rising. As your rate increases, though, the number of good copies you can make in the time given you for performance tests increases. Do work you can be proud of.

All Students

1. Bring to class a poem suited to the season of the year.
2. Choose an unarranged letter, p. 296.
3. *Brothers*, from printed form, p. 247.
4. Put into sentences 5 pairs of Words Often Confused, p. 266.

Ambitious Typists

1. • *Franklin's Rules of Conduct*, p. 236.
2. Design an artistic border or title-page design by experimenting with some of the special keys, **m**, **x**, etc.

RATE

This week (the 6th on your chart), the line representing your gross rate will get just about as high as it will this semester. Don't forget that writing is fast only when you are tapping smoothly and evenly, without any feelings of hard work or hurry.

DISTRIBUTION

To the Teacher: This is a school distribution, by classes, of gross scores, the 17th week. The students are interested in watching their own class and school medians rise.

| SCORES | I | II | III | IV | V | VI | TOTAL |
|--------|---------|-------|-------|-------|-------|-------|-------|
| 60-64 | 1 | — | — | — | 1 | — | 2 |
| 55-59 | 2 | 1 | — | 1 | 2 | — | 6 |
| 50-54 | 2 | 2 | — | 1 | 2 | 1 | 8 |
| 45-49 | 3 | 2 | 1 | 2 | 2 | 1 | 11 |
| 40-44 | 9 | 4 | 1 | 4 | 3 | 3 | 24 |
| 35-39 | 10 | 7 | 6 | 8 | 8 | 9 | 48 |
| 30-34 | 9 | 7 | 8 | 11 | 5 | 5 | 45 |
| 25-29 | 2 | 3 | 9 | 3 | 2 | 4 | 23 |
| 20-24 | — | 2 | 8 | 1 | 1 | 4 | 16 |
| 15-19 | — | — | 2 | 1 | — | 2 | 5 |
| No. | = 38 | 28 | 35 | 32 | 26 | 29 | 188 |
| Range | = 26-61 | 20-56 | 17-49 | 15-55 | 23-63 | 18-52 | 15-63 |
| Median | = 39 | 36.4 | 29.2 | 35 | 38.1 | 34.5 | 35.52 |

Have you ever seen a wild eagle? You'll like this lovely picture of an eagle as he appears in the morning and in the evening. **Sunset's** is a contraction, not a possessive.

THE EAGLE

When the welcome sun is high,
In the radiant eastern sky,
When the gladsome morn is nigh,
Then comes the eagle.
He swoops, he swerves, he wings his way
Above the crest and o'er the bay,
Dark against the sunrise glory,
As he views the newborn day.

When day is done and night draws near,
And the sunset's crimson clear,
Eagle soars without a fear
Through the twilight,
To a purple peak so far.
Perched beneath a lovely star,
There his gypsy heart will rest
'Til the morning dawns again.

(105 words)

--Alice Bremer
(Roosevelt High School, Seattle)

Good students and good typists use **whose** and **who's** correctly. Think through each sentence before you type it. Drill afterwards on words that tricked you.

COMPLETION TEST

whose, who's

1. Do you know _____ bathing cap is lying on the beach?
2. We shall see _____ paper has the fewest mistakes.
3. You'll be surprised when you learn _____ coming to dinner.
4. _____ the player that made the most home runs?
5. I cannot even guess _____ horse that is.

By this time the pupils in your class are typing at rates that range from 20 to 40 words a minute, and that is quite all right.

You can realize now that you should use your best rate steadily and consistently in all your writing. Your **best** rate lets you feel that you're working, but not struggling.

Here are two "Impressions" written by students after listening to Debussy's lovely composition, *Reflections in the Water*. Head your paper for Music Class.

THE DANCE OF THE FAIRIES

One night the Queen led her troop of fairies out to play. 59
They danced and romped on the grass and the leaves, and even 120
floated about on the big leaves of the pond lilies. When dawn 183
began to creep over the hills in the East, the fairies scampered 248
off to their homes, and left the woods to the beasts and birds. 313

SUNSET RAIN

It was the evening of a lovely day. A tiny stream trickled 60
along and edged close to a small snug cottage in the woods. A 123
light breeze rippled the water in the deeper pools, and played 186
with the brown autumn leaves that still clung desperately to the 251
swaying branches. A cloud crept up from the West, and drenched 315
the countryside with a shower of rain. Then the rain stopped 378
abruptly, and the sun bade his farewell to the day. 429

Notice the use of the colon. **A. M.** and **P. M.** are also correct, but the small letters are used more frequently.

TIDES

| | |
|-------------|-----------|
| 8:48 a. m. | 12.6 feet |
| 12:22 p. m. | 6.5 feet |
| 5:05 p. m. | 9.9 feet |
| 11:54 p. m. | 0.5 feet |

Ocean beach tides approximately
four hours earlier.

Perhaps someday you will see this lovely lake. None of your writing should be careless.

CRATER LAKE

In the very heart of the Cascade Mountains of southern Oregon 62
is a lake that is unique in its setting, its color, and the magnif- 129
icent scenery around it. This is Crater Lake, a body of water so 195
intensely blue and so crystal-clear that it is hard to tell where 262
the steep ringing cliffs end, and their reflection begins. The 328
lake, almost circular, is about six miles across and lies entirely 395
within the crater of an ancient volcano. The lava cliffs reach to 462
a height a thousand feet above its surface, and the bottom of the 528
lake is two thousand feet below them. Out in the lake is Wizard 593
Island, which has its own small crater. 634

The Klamath Indians believed that Crater Lake was once a 692
battleground for the gods, who waged year after year a never- 748
ending war, on the waters, on the steep mountains, and on the rocky 822
cliffs that surround it. 848

Joaquin Miller, a famous Western poet, was so impressed with 909
the sight of Crater Lake that he called it the "Sea of Silence." 975

You may want to write a short recipe for your favorite sandwich. Boys usually prefer hearty ones, with thick slices and plenty of filling.

SANDWICHES

Cut bread in thin slices. Use melted butter. Mix peanut
butter with chopped pineapple and celery, and spread smoothly.
Cut sandwiches into small sizes.

You wouldn't begin a class period with an exercise like this without first having warmed up systematically and thoughtfully. Use sit or sat when speaking of people.

COMPLETION TEST

sit, sat, set

1. I like to _____ near the shore and watch ships pass.
2. Many times I have _____ for hours watching them.
3. I like best to see sailing ships with all their sails _____.
4. _____ your lunch over there, and _____ beside me.
5. We will wait until the sun _____.
6. You will find this chair more comfortable to _____ in.
7. You may _____ down as soon as you have _____ the table.
8. He had _____ down by mistake on the bench we had _____ near the window.

Some English teachers may ask you to write the title and the name of the author in the heading of a book report.

Your Name
BALDY OF NOME

Today's Date
Esther B. Darling

Baldy, an Alaskan dog, lived in Nome with his twelve- 55
year-old master, Ben Edwards. Since Ben and his mother were 116
very poor and did not have money to buy food for Baldy, Mrs. 178
Edwards told Ben that he would have to sell his much-loved dog. 243
Sadly Ben took Baldy out to look for another owner. He came 304
upon "Scotty" Allan, who said he would buy him. After that 364
Baldy led a happy life, playing and racing with other dogs owned 429
by "Scotty." When he grew up he became a leader of teams and 491
the most famous dog in Alaska. 521

It will take careful observation, and some experimenting, to produce an attractive table. The best workers may have time to compose an accompanying news story.

RESULTS OF FIRST HALF OF BASEBALL SERIES—CLASS B

| Roll Room | Number Won | Number Lost | Points |
|-----------|------------|-------------|--------|
| 103 | 5 | 0 | 10 |
| 105 | 4 | 1 | 8 |
| 203 | 3 | 2 | 6 |
| 205 | 2 | 3 | 4 |
| 109 | 1 | 4 | 2 |
| 120 | 0 | 5 | 0 |

This is the first of a series of articles about Chinese porcelain. Dictate carefully.

CHINESE PORCELAIN

The name porcelain was first given to rare pieces of carved shell, especially the Venus shell. This shell was called by the Italians porcellana, or little pig, because they thought its shape resembled a small pig. In 1298 Marco Polo gave the name to the new China ware which he brought back with him from his famous journey to Asia. The word gradually came to mean the finer qualities of pottery, and in time wholly lost its first meaning.

Today the word pottery is applied to all articles made of baked clay. Such articles were made in the most remote ages, and by all primitive races. Before people discovered the method of burning or firing their pots, they dried them in the sun. China seems to have been the first country that learned to fire or bake the clay to produce porcelain. It is supposed that this invention dates as far back as the year 2000 B.C.

(To be continued)

The name of a magazine stands out more clearly when put in caps in the inside address and on the envelope. **Boulevard** may be abbreviated. Whenever you put the state on the same line with the city, be sure about the comma and the space. Type carefully, with your mind on what you are copying.

Venice, Florida
Today's Date

Outdoor Editor
THE AMERICAN BOY
7430 Second Blvd.
Detroit, Michigan

Dear Sir:

If you still have reprints of the camping and canoeing series, I would very much like to have the one entitled "When Your Canoe Tips Over."

I am enclosing a three-cent stamp to cover the cost.

Yours very truly,

Roger Davis, Jr.

Roger Davis, Jr.
Venice, Florida

Outdoor Editor
THE AMERICAN BOY
7430 Second Blvd.
Detroit, Michigan

This is another article in the series that describes our National Parks. Spell the words correctly. Remember that even the very best typists spell hard words letter by letter.

GRAND CANYON

Nearly four hundred years ago, a certain Don Lopez de Cardenas, a member of a Spanish exploring expedition traveling north from Mexico, was the first white man to see the Grand Canyon of the Colorado River. Since that time, millions of people have stood upon the brim of this immense chasm, and have gazed across to the opposite crest, four to eight miles away, and marveled at the changeless yet changing panorama of canyons, cliffs, and tumbling water, and the brilliant-hued layers of rock and shale.

The Colorado River winds through 150 miles of canyon in Northern Arizona, cutting a gash in the desert plateau more than a mile deep.

The first boat trip through the canyon was made by Major Powell, who succeeded in traveling the whole distance, though his party lost a boat with most of their scientific instruments and provisions. You can read of this great adventure in Major Powell's book.

As a reward for doing good work in typing, your teacher will let you write an original letter in class each week. This time it might be a letter to a magazine telling of a change in your address. Be sure the information you give is complete and clear. Make **one** rough draft and **one** final draft.

CHINESE PORCELAIN

The greatest period for Chinese porcelain manufacture was 58
 during the reigns of the Ming line of emperors, from 1368 to 1643 123
 A. D. At this time many new colors and many new designs were 185
 invented, especially the famous blue and white ware. 239

In making porcelain, the clay is first thoroughly cleansed, 299
 sifted, and refined, then mixed and shaped on the potter's wheel, 365
 which is also a Chinese invention. Handles and other parts are 429
 added and the whole is scraped smooth and allowed to dry. A 491
 colored glaze is next put on by dipping, sprinkling, or blowing 556
 through a tube. The glaze is merely a very thin mixture of fine 621
 clay, colored with certain minerals. The piece, now called a 683
biscuit, is ready for firing in a specially designed kiln. 750

The kilns are large egg-shaped ovens of a brownish brick, 808
 fifty feet long, and twelve feet high at the highest point. Be- 872
 cause of the intense heat, the kilns have to be rebuilt every 934
 year. Each piece of pottery is placed in the kiln with the 994
 greatest care, and arranged according to the temperature each 1056
 one must have. Only certain pieces can be placed at the top of 1120
 the kiln, where the heat is greatest. The porcelain is protected 1186
 from the direct heat, by being set within strong clay trays. 1249

When it is full, the kiln is bricked up, and all its con- 1306
 tents kept at a very high temperature for a day and a night. 1369
 Then it is allowed to cool off, and in due time the porcelain 1431
 is removed. Sometimes the finer ware is set aside for addi- 1491
 tional decorations and more elaborate coloring. It must then 1553
 be fired again, this time in smaller kilns, and with less heat. 1617

(To be continued)

This kind of letter is often read in assembly by the student body president, or posted on the bulletin board. Notice the name of the organization in solid caps two lines below the closing. **Sign** your first and last names, but type your title.

Your School
Today's Date

Student Body
Junior High School
Lewistown, Montana

Dear Friends,

We are sponsoring a campaign to keep the school grounds clean. We cannot do this unless everyone will co-operate with us. Will you please throw papers and candy wrappers in the cans provided for that purpose?

We do not wish visitors or people who are passing by, to think we are careless. If you will help us, we will appreciate it very much.

Yours sincerely,

SERVICE CLUB

Chairman, Cleanup Committee

Double space between each numbered item.

COMPLETION TEST

on, upon

1. The fall did no damage, for he landed _____ both feet.
2. The clown leaped high in the air and landed _____ the platform.
3. The cat scurried across the field and jumped _____ the shed.
4. The name of the city was painted in white _____ the hangar.
5. The scout climbed _____ a rock and waved his signal flags.
6. A double grandstand was built _____ the new ball field.

Do you write reviews of motion-picture plays for your English classes?

MOTION-PICTURE REVIEW

One of the most enjoyable pictures I have seen recently is 59
STEAMBOAT ROUND THE BEND. There is a lot of information in this 124
picture about the old steam packets on the Mississippi River, and 190
the lives of the people who traveled on them. It is all the 252
more interesting because Will Rogers is the star. I have always 317
loved his humorous characterizations and his way of showing that 382
kindness and fairness go a long way toward making all of us happy. 450
I hope his pictures will be shown on the screen for a long time 514
yet, even though he will never make any more. 561

This form of outline is useful to know and correct and convenient to use. Get the spacing correct, and try to avoid all unnecessary motions. Underscoring makes a subhead stand out more clearly. Never crowd your work.

I. FOOD FOR FAMILY GROUP

A. Breakfast

1. Importance
2. Breakfast customs
3. Amount of food
4. Comparative costs

B. Low-priced luncheons and suppers

1. Food habits and selection
2. Choosing food for health
3. One-dish meals
4. Leftovers
5. School lunch

C. Dinner for family and for company

1. Comparison of dishes
2. Comparison of service
3. Dinner menu--cost, plan, calories
4. Selection at public places
5. Preparation and service

This is the last of the articles on porcelain. If you learned the words you missed on the first two of the series, this one should cause you no trouble.

CHINESE PORCELAIN

During the many hundreds of years that the Chinese have been 61
making porcelain, they have developed many styles of decorations 126
and ornaments. Some of the patterns, however, have been handed down 194
from one generation to another with hardly any change. One of the 261
most widely known of all patterns is the Hawthorne, with sprays 325
and blossoms of the hawthorne, or prune tree. In China, jars orna- 393
mented with this design are used for fragrant New Year's gifts. 458

There is a meaning in nearly all Chinese pottery designs. A 519
cloudy blue band represents the blue Chinese sky; a wavy border 583
means the sea, or sometimes hills and mountains. Fabled animals 648
are often found in the designs--the unicorn, the tortoise, and the 715
famous Chinese dragon. 739

Many pieces of Chinese porcelain have peculiar marks on the 799
base. These are traced with a sharp tool before the piece is 861
fired. They mean a variety of things. Some marks show the date 926
or the place where it is made. Others mean happiness, good luck, 993
riches or congratulations. 1022

Books about Chinese porcelain can be borrowed from libraries 1084
by anyone who would like to know more about this interesting sub- 1150
ject. Many of them show the finer pieces of porcelain in beautiful 1218
colored pictures. 1235

(The End)

* * * * *
* TIMOTHY TYPIST SAYS *
* We are the Jolly Four — my bicycle, my saxophone, *
* my typewriter, and I. *
* * * * *

MEASURING MY PROGRESS

PERFORMANCE

All Students

1. *You*, p. 153.
2. Choose an unarranged letter, p. 297.
3. *Completion Test*, p. 156.
4. Write 5 Homonym sentences, p. 271.

Ambitious Typists

1. Write a short paragraph telling the names and titles of your club or roll room officers.
2. Put into tabular form one list of Common Words.

RATE

Mark your gross rate for the 7th week. If it has gone about as high as you want it to, you are ready to figure **net** rate. Some students say that **net** is what they have left "after they have paid their debts." By this time good habits and a fast rate have been built, and it is fair to charge you a certain amount for your mistakes. It is customary to charge **ten words** for each error, subtracted from the Total Number of Words you wrote. Here are the steps for a girl who wrote 758 strokes in 5 minutes, with 6 errors:

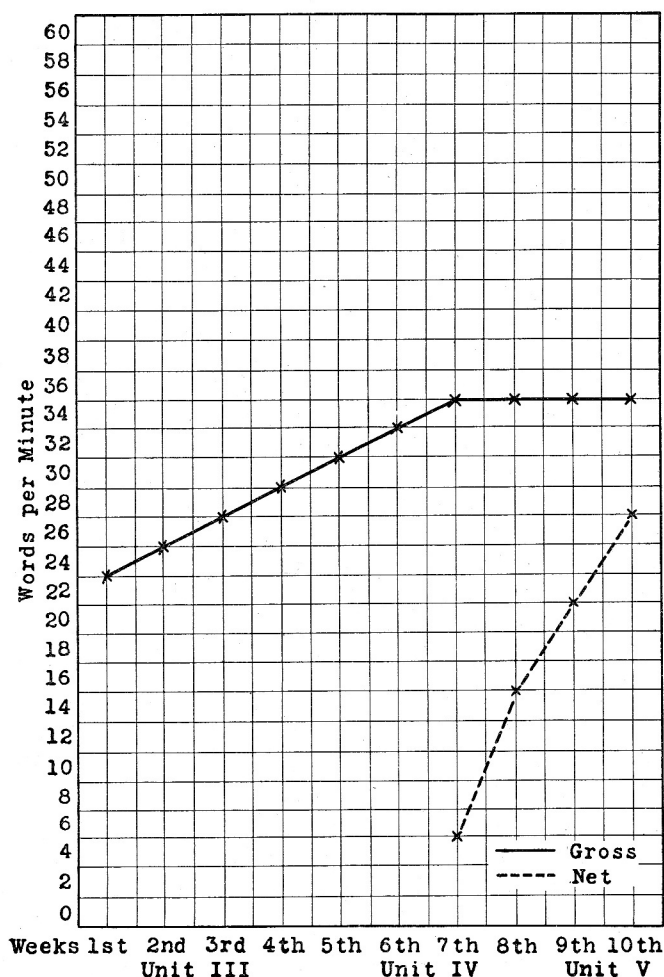
Computing Gross Rate

| | |
|------------------------|---------|
| 5) Total Strokes | (758) |
| 5) Total Words (Gross) | (151.6) |
| Gross Words per Min. | (30.3) |

Computing Net Rate

| | |
|--------------------|---------|
| Total Gross Words | (151.6) |
| - 10 × No. Errors | (60) |
| 5) Total Net Words | (91.6) |
| Net Words per Min. | (18.3) |

PICTURE OF MY PROGRESS



It is possible to figure net on drills of any length, but it is best to do it only on your 5-minute drill on Friday.

Do your figuring neatly and accurately. Your teacher will tell you where to record your results. Some prefer to have it put in the right-hand corner above the heading, in this form; 34-6-22 (gross, errors, net). Many people draw a circle around the **net**.

There are some students who will have no net this week (20-11-0, for instance). Anyway, start your net line (7th week on the chart). If you made more than 15 errors in 5 minutes, concentrate on your reading and dictating, without losing any of your gross rate.

Your teacher knows the International Contest Rules for scoring typing tests.

In your schoolwork you may want to write an article and include subheadings. Double space this article and set up your own lines. Notice the three lines above and below the subheadings. Underscore the subheadings for emphasis.

TELLING A STORY

Why the Voice Is Important

Even an interesting story will not arouse the interest of your listeners if it is not told in a pleasing voice. Tell it in a clear voice that can be heard all over the room. Avoid talking too loudly or you will be thought boisterous.

What Is Meant by Clear Enunciation

When telling a story, enunciate all the words clearly to make it seem more interesting. If your words are only half formed and cannot be heard clearly you will lose the interest of your audience. Give special attention to words ending in ing.

Three Rules for Good Posture

Good posture scores high in holding the attention of an audience. Stand erect and at ease, with the weight balanced. So far as possible forget your hands and arms. Just be comfortable.

What Part the Audience Plays

The audience plays a very important part in the success of the storyteller. If the audience seems uninterested the speaker becomes nervous and forgets what he meant to say. An attentive audience gives the speaker encouragement. Courteous people listen even if they are not interested, but it is far easier to be attentive to a well-told story.

It doesn't take long now to turn out an accurate copy of a poem like this. When copying from an English or poetry book, arrange poems attractively.

THE DREAMER

Oh, kite, up in the blue, blue sky,
How I wish that I could fly.
Up above the world you go
While I stay here on earth below.

If I could only fly like you
I think I know just what I'd do.
I'd fly and fly so high, so high,
Away up in the soft blue sky.

(61 words)

--Ida Belle Hebron
(Stewart School, Tacoma)

If we can think of pleasant things to say to people, and can express our thoughts clearly and courteously in speech and in writing, we shall be well liked and successful.

Boston, Massachusetts, Current Date. Mrs. H. A. Borhek, Bryant School, Boston, Massachusetts. Dear Mrs. Borhek: Thank you very much for coming to our school and visiting our class. Your talk was very interesting and helpful. It kept the attention of every girl. (Paragraph) Everyone thought that you yourself were an excellent illustration of the topic you discussed--a primary teacher who dresses neatly, is dignified, and speaks in a pleasant and sincere manner. (Paragraph) Since your visit some of the girls have become quite enthusiastic about preparing themselves to be primary teachers. (Paragraph) Thank you again. Sincerely yours, Your Name.

If you'll remember these two things you will be better able to keep your writing under control: (1) you will never be able to type as rapidly as you can read, and (2) you will never be such a good typist that you do not spell some words letter by letter as you type them.

Some students cease to progress in Typing because they do not learn new words each week. Learn them the day you miss them.

A MOUNTAIN TRAIL

Last summer, while I was staying at my grandmother's, I enjoyed a walk every morning up over a high hill. The scenery was beautiful and there was a sweet fragrance in the air. Along the path were tiger lilies, buttercups, and little daisies peeping out of the ground. I picked armful after armful, although there were already heaps and heaps of flowers in the house. Velvet-smooth mosses covered big rocks and tree stumps along the way. The birds sang gaily, telling each other how beautiful the summer was. Bushy-tailed squirrels perched upon the branches of trees and looked at me with big soft eyes, as though asking if I were a friend or an enemy. I shall never forget that lovely mountain trail.

You're is the contraction for you are ; your means belonging to you.

WORDS TO WATCH

you're, your

Mr. Jansen sent word that you're to have your audition for the radio at four o'clock on Saturday. You're to be on hand fifteen minutes before four so that you may get your instructions. I'll have your violin and music there. Everything will be ready if you're on time. You're lucky to have a chance so soon.

Review all numbers before typing this article. It is correct to use Arabic numbers. How is the dash made in printing, in handwriting, in typing? Do not space before or after the dash. Put the two spaces after a colon.

BIRTHDAY

Among the birthdays celebrated in June is that of the Boy Scouts of America.

The Scouts were organized in England by Sir Robert Baden-Powell. In 1909, Scouting was brought to America. On February 8, 1910, The Boy Scouts of America became a corporation. In June, 1916, Congress gave them a charter.

The United States is divided into districts, and each district into councils. Under each council are troops with 4 patrols of 8 members each. Most troops have at least 3 committee-men. Each troop must be registered and have a charter.

In 50 different countries there are at least 2,000,000 Scouts. America has 815,000. A Scout starts in as a Tenderfoot and then advances to Second-Class Scout. From that rank he works up to First-Class Scout. Higher ranks are earned by earning merit badges—5 badges for Star Scout, 21 for Eagle Scout, 10 for Life Scout, 26 for the Bronze Palm, 31 for the Gold Palm. In the 21 years between 1911 and 1932, 14,000 Life Scout medals were awarded for bravery. The Silver Palm is the highest rank a Scout can gain. It usually takes 4 years to become an Eagle Scout.

The Scout motto is: BE PREPARED.

Review the parentheses. Whose fingers? Whose shift key? Be sure to strike the diagonal (/) correctly when writing fractions. Space after the 2 in 2 1/4.

NUT BREAD

| | |
|------------------|----------------------|
| 1 egg (beaten) | 3/4 cup nut meats |
| 1 cup sweet milk | 2 tsp. baking powder |
| 2 1/4 cups flour | 1/2 cup sugar |
| Salt | |

Sift together several times. Let rise 20 minutes, and bake 40 minutes.

This is a pleasant invitation, isn't it?

IN TUNE WITH NATURE

Come and wander through the byways
Far away from strife and highways,
In a quiet, peaceful nook,
With your tackle or a book.

--Alma Norris
(Gray School, Tacoma)

No good typist ever confuses **them** and **those**. Use **those** to describe or point out. Do you spell **it's** correctly when you are not copying?

(2 min. or less)

WORDS TO WATCH

them, those

Look! See those boys running across the street. It's a wonder that a car did not hit them. They did not remember those rules of safety we learned this week. It's useless to learn safety rules, unless one puts them into practice.

The famous Pacific Coast salmon is caught in a number of ways — by trolling, with gill nets, fish traps and purse seines, and in the Columbia River, by fish wheels. In a few places in Alaska great beach seines are used. This story gives an experience on a trolling boat.

TROLLING FOR SALMON

Last summer I went salmon trolling in Deepoe Bay, on the Oregon Coast about a hundred miles west of Portland. 61 112

Early in the morning we boarded the LONE TREE, a trolling boat of the Columbia River type. It was about twenty feet long, decked over, except for a sort of well at the stern, and was driven by a gasoline engine. To the bottom of the mast were fastened long poles which could be lowered to reach over the sides of the boat, and trolling lines led out to the ends of the poles. 179 244 304 369 426 499

The lines were weighted by heavy sinkers, with spoons, pieces of bright metal shaped to flutter in the water when the boat was in motion, at the ends. Large hooks were fastened to these spoons. 561 618 696

The fishing was quite good. Often one of the poles would start bobbing and swaying and we knew a salmon had tried to swallow the spoon and been caught on the hook. Then would come an exciting five or ten minutes. It was a thrilling sight when a great fish, sometimes weighing twenty pounds, would leap high out of the water in his efforts to free himself. Almost always he would tire out and be drawn close to the boat where he was quickly lifted over the side and put in a large box. Occasionally a salmon would manage to get away and once a big fish took a spoon and hook with him. 754 818 882 943 1010 1073 1140 1207 1272 1288

At dark we returned; tired, wet, covered with fish scales, but happy. We had a thrilling adventure and now appreciate the hard work that is part of a fisherman's life. 1347 1412 1459

The comma is generally placed after the words **yes** and **no**. You may imagine the questions and type these answers.

AT THE INFORMATION DESK

Yes, sir. The train for Portland leaves in fifteen minutes.
It is on time, as usual.

No, madam. Your dog cannot ride with you. He must go in
the baggage car.

Certainly, you may look at the directory. You may use this
one, if you wish.

Yes, the telephone is just to your right.

No, the local connection is at Billings, not at Helena.

Yes, go out that door and you will find the taxi stand right
in front of the station.

No, it's no trouble at all. I'm glad to be able to help you.

Remember that **give** never refers to past time, and that **gave** is never used with an auxiliary.
Titles of books may be written in solid caps or underscored.

COMPLETION TEST

give, gave, given

I will _____ you my book for a while. Daddy has _____ me a
new one that I can read. When you have finished with it, you may
_____ it back. Last week I _____ a travel book to my cousin Bob.
Mother _____ me a book every year for my birthday. Last year she
_____ me Treasure Island.

You should be absolutely consistent in spacing twice between paragraphs in letters and other single-spaced material. Remember this when copying from books.

City, State
Today's Date

Dear Aunt Louise,

It was very nice of you to ask me up for the holidays, and I am sorry that I cannot come. My sisters are coming home from boarding school and I want to be here when they arrive.

I hope that Gwen is getting better. Mother wants her to visit us as soon as she can travel. Give my love to Betty, please.

Yours lovingly,

If your English teacher doesn't insist upon a regular heading, use the one you have been taught in Typing class. This is a well-balanced heading, but the author's name isn't complete and the name of the publisher, date, and place of publication are not included.

Your Name
A LANTERN IN HER HAND

Date
Aldrich

| | |
|--|-----|
| Abbie Deal, heroine of the days when the West was in the | 57 |
| making, like many of the courageous women of that time went | 117 |
| forth with a smile on her lips and a lantern in her hand. She | 180 |
| married hurriedly, and with her young husband started on the | 241 |
| westward journey. Amid hardships and privations she reared her | 305 |
| family in a rude log hut. Even at the death of her beloved | 365 |
| husband, in whom she had confided her joys, sorrows, and hopes, | 429 |
| her high courage never once faltered. She cherished the desire | 493 |
| to become a writer, an artist, or a musician. But fate had | 553 |
| destined that these desires were not to be fulfilled, as she was | 618 |
| needed for more important work. It was women such as she who | 680 |
| made our country what it is today. | 714 |

There is useful information in this article. By now the habit of putting quotes after periods and commas should be perfectly formed.

SUBJECTS AND PREDICATES

All our speaking and all our writing must have two main parts in order to be understood. First there must be something that we speak or write about. This part is called the subject. Then there must be something that we say or write about the subject. This part is called the predicate.

Sometimes subjects alone are understandable. A neighbor might say to us, "Big tree, swamp, feathers, foxes." This could not give us a clear idea of what he meant to say, unless he is speaking directly to us and helps out with gestures and pointings. In this case, we might understand that our chickens had been stolen by foxes and carried to the big tree down by the swamp. Usually, however, such an expression is meaningless.

Again, predicates might sometimes be used without subjects. When we read the words "rising, run, tell," we have no idea at all of what is going on. But if we are on the spot, and can see the speaker, and can hear the tones of his voice, we can tell whether rising refers to a river, the wind, or the sun; and whether we are to run and tell a neighbor to get out of danger, or to call Mother to see the colors of the sunrise in the sky.

If we want to speak or write in such a way that no one can possibly mistake our meaning, we must be sure that every sentence has a subject and a predicate. In other words, the good typist will always write in complete sentences, unless he has intentionally left out one of these parts, for some good reason.

JAPANESE FLOWER ARRANGEMENT

In arranging flowers, the Japanese sometimes place a small
screen behind the vase or dish, to make a background for the
color combinations of the flowers. The screen is always selected
to bring out the beauties and harmonies of the flowers, not just
because it is pretty itself. Too bright a screen will steal some
of the beauty from the flowers.

The Japanese frequently make up their flower decorations to
represent hills and valleys, the mountains, or the ocean. There
is often a hidden meaning in their arrangement. A branch or
blossom higher than the others may represent heaven; the middle
branches, man; and the lowest branches or blossoms, the earth.

You should always remember now to indent the second line of questions or answers three spaces, and double space between them. Line up the periods.

COMPLETION TEST

you're, your

1. What do you expect to do with _____ stamp album when it is full?
2. _____ the only one in our club who has the twopenny Jubilee stamp.
3. It was fortunate that _____ uncle sent you that packet from London.
4. _____ collection is one of the best I have seen.
5. _____ almost always working on stamps in the evening, aren't you?

COURTSHIP IN JAPAN

There is romance in Japan--how could it be otherwise in the
land of cherry blossoms, smiling people, and picturesque little
towns? But it comes after the wedding, and not before. For
courtship as we know it is decidedly out of order in Japan. The
wedding is planned and arranged by the parents, not by the young
people themselves.

The parents make the arrangements through a "go-between," who
is a very important figure in the proceedings. It is he who finds
suitable mates for the children of his clients. He submits sev-
eral names to the parents, and when they agree upon one, the mar-
riage negotiations begin. Gifts are sent to the parents of the
boy and girl, and if these gifts are accepted the engagement is
practically sealed. After the exchange of gifts has continued for
some time, the young Japanese man sends to his future bride a sash
of handsome silk. This has about the same meaning as the engage-
ment ring in our country.

As soon as she is engaged the girl destroys all her dolls and
childish playthings. Sometimes a ceremony is made of the occasion
of burning them, and friends bring gifts to repay her for those
she has destroyed.

Then comes the wedding day. The girl is carried in state to
the bridegroom's house. If she has not so far met her betrothed,
she now sees him for the first time. She herself is carefully ar-
rayed in white satin robes, her face covered with white powder,
her lips heavily rouged.

Only after the ceremony is there a chance for a courtship!

MEASURING MY PROGRESS

PERFORMANCE

All Students

1. *The Eagle*, p. 172
2. Choose an unarranged letter, p. 297.
3. Fudge recipe, p. 149
4. Define and syllabicate, as on p. 255, 10 words from the Eighth-Grade Spelling List, p. 260.

Ambitious Typists

1. Arrange and type a short program that was given in your school recently.
2. Present the results of a series of games in the form of a table.

RATE

Keep your **gross rate** as high as it was last week, but concentrate especially well as you are writing, so that your **net line** will make a big jump. The story on which you mark your chart this week is *Courtship in Japan*, p. 194. It will take careful dictating to get the dash in the first line, **picturesque** in the second line, and the quotes in the seventh line written correctly. Remember that your reading rate must be slowed down to your typing rate.

Writing so carelessly that there are more than **10 mistakes** in 5 minutes this week is a waste of time. You have already observed that for every error you leave out, your net line rises two points. This is worth while, isn't it? Don't be the person to hold down your class average.

Learn the words you don't know. Repeating one line of Common Words correctly five times is good drill. Do the same with the three-letter combinations to make sure they are under control.

DISTRIBUTION

| Scores | No. Students | |
|--------|--------------|-----|
| | Gross | Net |
| 60-64 | 1 | — |
| 55-59 | 2 | — |
| 50-54 | 4 | — |
| 45-49 | 11 | 1 |
| 40-44 | 22 | 0 |
| 35-39 | 26 | 8 |
| 30-34 | 29 | 9 |
| 25-29 | 15 | 12 |
| 20-24 | 11 | 16 |
| 15-19 | 8 | 29 |
| 10-14 | 1 | 25 |
| 5-9 | — | 17 |
| 0-4 | — | 13 |

N = 130 130
Median = 35 16.6

ADDITIONAL SKILLS

Arrangement

1. Set up longer unarranged letters.
2. Know how to space quoted or inserted material.
3. Address envelopes.
4. Arrange recipes.
5. Make tables.
6. Put "company name" in solid caps and space correctly.
7. Type outlines.
8. Space subheadings.

English

9. More attention to good subjects and predicates.

Punctuation

10. Write the semicolon **outside** the quotes.
11. Know when the question mark comes **outside** the quotes.
12. Unlock the shift when necessary for punctuation in titles.
13. Use the colon to introduce a long quotation.

Spelling

14. Master words in Seventh- and Eighth-Grade Spelling Lists.
15. Have considerable familiarity with Homonyms in Unit VI.

UNIT V



MY TYPEWRITER SERVES ME WELL

Why did you raise your rate of writing from a beginner's twenty words a minute to perhaps an efficient forty? So that you can finish a poem, a book review, or a list of geography questions in half the time, of course.

Why did you improve your control of fingers and typewriter until there appears on your paper only what you want to appear? So that you can be proud to hand to your teachers schoolwork nearly free from editing marks; to make scrapbooks attractive in appearance; and to write good letters.

Your typewriter has been serving you well in preparing classwork on the typewriter in part of the typing period. You probably have already found use for Unit VI. Use the last part more and more now.

There is certain copy (pp. 215-223) you will want to keep "new" for your final performance and progress tests. Your typewriter will serve you these next few weeks on a wide variety of copy — long poems, tables, bibliography, unusual and famous letters, a long article containing a lot you want to know about typewriters, and many good stories.

Your typewriter can serve you well now, for you have become a good typist. You have discarded the awkward motions you used as a beginner. You can write rapidly with less effort than you used even in the second week of typing. In other words, you are becoming expert in a skill that serves you as a fluent mode of expression, and marks you as an intelligent, effective student.

The dash looks like a straight line in printing, but it is two hyphens in typing. You should swing through this poem at your best rate, tapping every letter and punctuation mark correctly.

DINING

We may live without poetry, music, and art;
We may live without conscience, and live without heart;
We may live without friends, we may live without books;
But civilized man cannot live without cooks.

He may live without books--what is knowledge but grieving?
He may live without hope--what is hope but deceiving?
He may live without love--what is passion but pining?
But where is the man that can live without dining?

Owen Meredith: "Lucile," quoted from Reed Smith's
THE TEACHING OF LITERATURE IN THE HIGH SCHOOL, p. 124;
American Book Company, 1935.

If you first practice the new words, this drill can be finished in 3 minutes.

EASTER

| | |
|--|-----|
| Easter is a festival that has grown from several sources. | 59 |
| It has its roots in old Pagan festivals, in the Passover of the | 122 |
| Hebrews, and in the Christian story of the Resurrection. These | 186 |
| three feasts of rejoicing all happened to fall at about the same | 251 |
| season of the year, the early spring. In the first centuries of | 316 |
| the Christian era, we find these three blended into one great | 382 |
| festival, Easter, dominated by the Christian celebration of the | 445 |
| Resurrection. The cross, the tomb, and the angel come from the | 503 |
| New Testament story; the lamb from the Jewish feast; and the eggs, | 577 |
| rabbits, and lilies from the Pagan. | 612 |

Cross-stitch patterns and diagrams for crochet work can be copied as "pictures" on the typewriter. Try it someday when you have lots of time.

Words that are most often mistyped are sometimes called "typing demons." This story contains many of these "demons."

THE COMMITTEE'S TROUBLES

During the beautiful days in September, October, and November a new committee of teachers met to consider certain questions of great importance. Most of the members were of the opinion that it would be possible to complete the consideration of the various problems in seven conferences. It was suggested that eight very pleasant gentlemen help in the work necessary to obtain information about the different views held in connection with the important matters, issues, and principles before the group. The request for this desired arrangement met with favor for the men were ready to serve the entire company in this manner. It was impossible sometimes for some members so to distribute their time that everything before the group could always be decided promptly. In addition many members lacked the particular kind of experience and judgment necessary for work and service of this character. Under these conditions, therefore, it was unfortunate that an awful automobile accident occurred, with the result that no final action could be taken on anything before January.

About a dozen people decided to enjoy the pleasure of a Sunday vacation in a public park north of Blue Mountain. The husband, wife, two grown children, and a baby of one family started out early Sunday morning. Along the road they stopped at a country club to watch several local women begin a Women's National Golf Match. Another group which was to follow in a new enclosed car drove forward and parked in front of the first car to enjoy an even better view of the match.

Just then an automobile driving north without any regard for 1628
the rules of safety became aware of a car going south at a rapid 1693
rate. Since neither car could change its course, the car driving 1759
north was obliged to charge into the line of parked cars. You 1822
probably know that the whole effect of such an accident may 1882
become known only after a period of some length. Several people 1947
died. The personal property loss amounts to a great deal although 2014
by itself it never does cause half the concern that is occasioned 2080
by the sudden stamping out of human life. 2123

Anyway it is no wonder that when the year came to its close 2183
the committee found it had not been able to accept a single com- 2247
plete article of material on the subject of its meetings. Between 2314
concern for the health of the sick and injured member who had been 2383
named for the office of secretary, and concern about being behind 2447
with its work, things looked black indeed. However, when condi- 2514
tions seemed bad, differences of opinion died down; though in jus- 2579
tice to the group, we should remember that no member would speak 2648
against any measure except on principles alone. One member wrote 2712
for and received a supply of information which could be listed on 2778
cards which anyone could copy. Upon the receipt of this informa- 2844
tion it was decided to enter the material on large cards, to build 2911
a file which would be available for future committees. 2967

Tonight the group holds its meeting at my home. Many are 3025
truly tired but all hold high hopes that a lot will be accom- 3087
plished. It is true that tomorrow is the last Thursday in March, 3153
when they meet thus together around the table for the last time 3217
until next June. As they reach my house there should be a song in 3284
their hearts. I don't see how else this work could have been done. 3351

EARLY DAYS IN OLD OREGON

Pioneer life in the old Oregon country is the theme for this 61
dramatic book by Katherine B. Judson. Most people look upon his- 126
tory as rather dull and uninteresting, but this book of historical 193
accounts and personal narratives is every bit as absorbing as a 257
mystery tale. Vivid pictures of Lewis, Clark, Jason Lee, Captain 323
Meares, and Marcus Whitman rival the descriptions of Indian life, 389
campfires, trails, battles, and adventures in the woods and on the 455
plains and rivers of the Oregon Territory. 497

See page 177 to check on how to write and space a "company name." Notice four lines in the inside address. Put a comma and space between name and title when written on the same line. Address the envelope.

Seattle, Washington, Current Date. Mr. Charles J. Morton, Chair-
man, King County Republican Committee, Alaska Building, Seattle,
Washington. Dear Mr. Morton: Next Tuesday will be General Elec-
tion day, and our school building, among a great many others, will
be used as a polling place. Would it not be possible for your cam-
paign workers to co-operate with us in our efforts to keep our lawns
and grounds free from litter and wastepaper? (Paragraph) We feel
that all candidates for office will gain the good will of this dis-
trict by helping in this matter. The County Committees of all
political parties are being sent this request. Very truly yours,
JAMES MADISON SCHOOL COUNCIL, Clyde Terry, Publicity Chairman.

This is a story to be read for information as well as for typing drill. Set up with 50-stroke lines.

YOUR TYPEWRITER AND YOUR ENGLISH

Since you have gained more skill on your typewriter, you can use it to do more and more of your regular schoolwork. The better you learn to typewrite, the more useful your machine will be to you.

There are two ways to use the typewriter. First there is copying, or transcribing. This is from material that is already printed or written out in longhand. Notebooks, work units, test papers, tables and lists of names, and even some arithmetic papers look better and are more easily read when they are copied on the typewriter.

A still more valuable skill is to be able to do "first copies," or to compose on the typewriter. To do this, you must learn to think as you write, and also to edit your material for errors in English as well as in typing.

Accuracy in the use of the English language is a very important part of good typing. That is why you have found in this book many hints and suggestions about English usage, and a number of typing exercises that will help you to form good English habits.

This epitaph would be attractive if set up with a 30-stroke line.

EPITAPH

The body of Benjamin Franklin, Printer (like the cover of an old book, its contents torn out and stript of its lettering and gilding), lies here, food for worms; but the work shall not be lost, for it will (as he believed) appear once more in a new and more elegant edition, revised and corrected by the Author.

--Benjamin Franklin

The junior high school boy who wrote this story spends his summers on American Lake.

CANOE SAILING

Many people consider paddling a canoe very dangerous, to 57
say nothing of sailing one. I disagree with this opinion. A 119
few years ago I learned to sail a canoe, and since then I have 182
had some very enjoyable and thrilling experiences. 234

The standard sail for a fifteen-foot canoe is about forty- 292
four square feet in area. In a ten-mile-an-hour breeze sailing 356
is very pleasant and safe. 384

Anyone who has done any canoe sailing knows that it is great 445
sport to sit on the windward gunwale and tug on the mainsheet, 509
which is the rope that is fastened to the boom. I recall one early 576
morning when I fairly flew across the lake. I think we went about 643
nine knots an hour, which is really traveling for a canoe. 702

In some English classes students keep a card catalogue of books they have read, with a description similar to this on the back of each card. Use a suitable heading.

RAMONA

Helen Hunt Jackson, the author of RAMONA, lived among the 58
Indians of California a great part of her life. She became very 123
familiar with their ways of living, and learned to appreciate and 189
sympathize with them in their struggle to keep the best of their 254
old civilization in the face of the advance of the white men. The 321
book tells the story of Ramona, a Spanish girl who married an 383
Indian boy, Alessandro, and went to live among his people. 442

Does your school correspond through the Junior Red Cross with schools in foreign countries?
Add a suitable closing to this letter.

School, City, State, Current Date. Dear School Friends, It is a pleasure to tell you about the Junior Red Cross Club to which we belong. We have 32 members and we meet each week. Our officers are: President, Vice-President, Secretary, and News Reporter. (Paragraph) Our club creed or motto is "Service for others, in health and friendship." (Paragraph) During the year we work on various projects. In November, just before Thanksgiving, we help with the Red Cross Roll Call. All city schools join in raising funds to help buy glasses and provide dental care for unfortunate children. We have candy sales, pie sales, auctions, bazaars, fishponds, and entertainments. Last year our school made its best record in years in raising \$217. (Paragraph) In December, we work on Christmas Cheer projects. There are four groups of us. One group gathers toys and repairs them; the second group makes Christmas cards; the third group gathers scraps of cloth from the sewing classes and makes them into quilts; and a fourth group collects discarded dolls and makes new clothes for them. Some of the toys, dolls, and animals are sent to hospitals for crippled children and some to children's homes. The cards are sent to hospitals to cheer the patients. It is a real joy to be able to do these things for those not as fortunate as we are. (Paragraph) After our spring vacation, we begin work on Easter baskets and gifts for children in the Tuberculosis Hospital. (Paragraph) Our club members also have charge of the Junior Red Cross Room. Twelve girls are on duty each day, two each period. This room is very useful in case of sudden illness or accidents to pupils and our girls take pride in being helpful there.

Paragraphs like this one would be fine to paste in an album of snapshots taken on a vacation trip.

GLACIER NATIONAL PARK

The region in northwestern Montana where Glacier National Park lies was first heard of by Lewis and Clark on their famous expedition across the continent. It did not become well known until more than a half century afterward. This National Park has more than sixty glaciers clinging to the sides of the great peaks of the Bitterroot Range. Nestling among the mountains are more than two hundred beautiful lakes.

The Park is divided into two sections, east and west, by the continental divide. Motorists traveling through the park use the famous Going-to-the-Sun Highway which crosses Logan Pass at an altitude of nearly seven thousand feet.

Tourists, if fortunate, may see here some of the largest wild animals of our country--deer, elk, and the famous white Rocky Mountain goat.

Tables usually look best if they are closed up, top and bottom, with a double line. Are the column headings well chosen? Where will you set your tabular keys?

EIGHTH-GRADE BASKETBALL

Girls

| Place | Roll Room | Won | Lost |
|-------|-----------|-----|------|
| 1st | 836 | 9 | 0 |
| 2nd | 414 | 7 | 2 |
| 3rd | 617 | 3 | 6 |
| 4th | 603A | 4 | 5 |
| 5th | 223 | 0 | 9 |

The lines of poems vary greatly in length. Attractive appearance of a typed poem depends mostly upon centering and spacing.

I KNOW SOMETHING GOOD ABOUT YOU

Wouldn't this old world be better
If the folks we meet would say,
"I know something good about you!"
And then treat us just that way?

Wouldn't it be fine and dandy,
If each handclasp warm and true
Carried with it this assurance,
"I know something good about you!"

Wouldn't life be lots more happy,
If the good that's in us all
Were the only things about us
That folks bothered to recall?

Possessives formed from the pronouns **my**, **her**, **his**, **their**, and **its** are never written with apostrophes.

DECOY

One day as I was strolling across a meadow with my cousin and his dog Tip, we were startled by a hurrying and scurrying in the grass right at our feet. Tip stopped, his nose pointing to a little brown bird fluttering away with one of her wings dragging pitifully. We tried to catch her, but she managed to keep just out of our reach. She led us away a hundred feet or so and then flew across the field. Now we understood that the little mother quail had coaxed us away from her brood of babies until they could hide their fluffy brown bodies under the leaves and grass, where they would be safe from boys and dogs and other prying eyes.

Your School, City, State, Current Date. World Peaceways, Inc.,
103 Park Avenue, New York City. Gentlemen: Our Citizenship Club
would like to have you send us material on how war may be pre-
vented in the future. We understand there is no charge for this
information. Very truly yours, Name, President.

If you mean recline, use the verb whose parts are lie, lay, lain. Lay and laid mean place or put.

COMPLETION TEST

lie, lay, lying, lain; lay, laid, laying, laid

1. I like to _____ down in the afternoon for a nap.
2. Do you ever _____ in bed and read?
3. Mother _____ the baby softly on its bed.
4. The little colt is _____ beside its mother.
5. I can't remember where I _____ my knife.
6. John brought in two old boards and _____ them on the floor.
7. We found the hoe just where we had _____ it.
8. The carpenters are _____ a new floor on the porch.
9. The kittens are _____ sound asleep under the stove.
10. They have _____ there all morning.
11. Will you _____ still so I can bandage your foot?
12. _____ your papers neatly on your desk.
13. _____ down, Fido!
14. We shall probably find it _____ there yet.
15. Now try to think where you have _____ your money.

YELLOWSTONE NATIONAL PARK

| | |
|---|------|
| Yellowstone National Park is the largest of all our National | 61 |
| Parks, covering 3,426 square miles, at an average elevation of | 124 |
| 8,000 feet above sea level. Nearly all of this park lies in the | 189 |
| northwest corner of Wyoming, with small areas in Montana and Idaho. | 258 |
| The main entrance is at Gardiner, on the north, and from this | 320 |
| point automobile roads lead to all parts of the park. A great | 383 |
| museum is open to visitors at Mammoth Inn, where specimens are on | 449 |
| display of all the species of insects, birds, reptiles, animals, | 514 |
| and fish that are found here. In front of the museum stands the | 579 |
| old stagecoach formerly used to carry distinguished visitors | 641 |
| about the park. It was quite an accomplishment for this coach | 704 |
| to cover a hundred miles in eight hours. | 746 |
| One of the greatest attractions in Yellowstone is Geyser | 803 |
| Basin. The most famous of these geysers is Old Faithful, which | 867 |
| spouts a huge column of water into the air at regular intervals. | 933 |
| Some of the other geysers are somewhat regular, but no other is | 997 |
| quite so punctual in its habits, and no other is so impressive | 1060 |
| and spectacular. Old Faithful is only one of hundreds of geysers | 1126 |
| that are scattered about the park. There are thousands of hot | 1289 |
| springs, with combinations of minerals and rocks of every imagi- | 1355 |
| nable color and hue. Every visitor makes it a point to see the | 1418 |
| Emerald Pool, the Morning Glory Pool, the Sapphire Pool, and the | 1483 |
| Handkerchief Pool. | 1501 |

LOOKING AT MY ACCOMPLISHMENT

Unit V
Week 1

PERFORMANCE

The rest of the semester you are perfectly competent to choose your own activities for the latter part of the period on Thursday and Friday. Many will want to bring schoolwork — regular assignments for some other class. Others will finish up notebooks or write letters to distant relatives or to school friends who are ill.

Club secretaries may want to get their notes into attractive typed form. Other students may type letters or papers for their parents. Offer to make some copies of songs for your music teacher or to copy plays for clubs or teachers who need them.

Some of the better typists who have need for it could learn how to cut stencils. And when nothing else presents itself, there are suggestions in the book that perhaps you have not carried out or material you have not used.

Unlined white paper of a good grade can be obtained for your notebooks and will give your work a nice appearance.

Take pride in careful work. Edit neatly even if the teacher of some other class does not require you to, for it is the mark of a good student and a good typist.

RATE

Has your **gross** line stayed at its high level? Has your **net** line moved up in great leaps? If you take pains with your reading and tap every letter confidently, the class will average not more than five mistakes in 5 minutes. Keep your mind on what you are doing. Ignore your neighbor.

This poem could be classed as a narrative or historical poem, for it tells us the story of the old net mender's life. It may take you more time or less to finish than it does others of the class, but all your writing should be at your most useful rate.

INDIAN NET MENDER

Beside an old and beaten path,
Where children romp and play,
And Indian maidens, carefree souls,
Pass by with rapture gay,
There stands a hovel touched with age;
And yet no gloom there lurks,
For in the doorway with a smile
The old net mender works.

(50 words)

His locks are few and white with age,
His movements, too, are slow;
His kindly, patient smile is like
The fading sunset's glow.
Long years this old, old man has toiled.
Now from the morning bright,
He sits and mends these worn-out nets
'Til evening's dwindling light.

(104 words)

When all the braves start out to fish,
Timed by the rising sun,
He sees them go, remembering
The feats in youth he'd done,
How he, then mighty, strong, and tall,
Strode off with vigorous tread
To fish beneath the treacherous falls
When early dawn was red.

(156 words)

But now he sits beside his hut,
And views the world outside.
His all's the wretched little shack
Which others would deride.
But he's content with what he owns;
His soul in rapture dwells,
When children come to hear the tales
The old net mender tells.

(206 words)

--Alice Bremer
(Roosevelt High School, Seattle)

Do you think you'll ever be famous enough to have a tree named after you? In a letter to a friend describe local beauty spots in such a way that he will want to visit them.

SEQUOIA NATIONAL PARK

Sequoia National Park, in California, contains the largest 59
and oldest living thing in the world. It is the General Sherman 124
Tree, one of the group of giant trees that forms the principal 187
attraction of the park. The top of the tree is 272 feet above 250
the ground, and its circumference at the base is 101 feet. No 313
one knows its exact age, but it is supposed to be more than 3,000 379
years old. The largest branch is nearly seven feet in diameter, 444
which would be an immense size even for a tree trunk. 499

Other famous trees in Sequoia Park are the Abe Lincoln, 555
William McKinley, President, Keyhole, Window, and General 613
Pershing trees. 630

The word Sequoia came from the name of a Cherokee Indian, 688
who invented an alphabet for his language, in order that all 749
members of his tribe could learn to read and write. 800

Write this letter to your favorite radio station. Provide the heading, inside address, salutation, and closing. Sign every letter you write.

Will you please ask the orchestra to play ALICE BLUE GOWN
and SYLVIA next Sunday on the FAMILIAR MUSIC HOUR? My mother
listens to this program every week, and she has been hoping that
she would hear these selections.

Of course you would be ashamed to mail a letter that had any strike-overs in it. Might one or two clear editing marks be permissible?

This form of outline is correct for all school subjects. Notice that the periods following the Roman numerals are in line. Set your tabular stops.

Your Name
9B English, III
Date

I. Book--WE

II. Author

- A. Name--Charles A. Lindbergh
- B. Nationality--American, with English and Swedish ancestry
- C. Date of Birth--February 4, 1902

III. Setting

- A. Time--Between 1902 and 1928
- B. Place--United States and Europe

IV. Type of book

Nonfiction

- 1. Autobiography
- 2. History
- 3. Life experiences
- 4. Travel
- 5. Science
- 6. Exploration
- 7. Adventure

V. Story of book

The best-known flyer in the world, Charles A. Lindbergh, tells in this book the story of his own life up to the conclusion of his famous solo flight from New York to Paris. Many of his most thrilling adventures in the air occurred during the time when he was learning to fly, and during his service as an air-mail pilot. Naturally the best part of the book deals with his preparation for the flight across the Atlantic Ocean, his reception in Paris, London, and other cities of Europe, and the great welcome he received when he returned home.

VI. Author's purpose in writing this book

Charles Lindbergh wrote this book so people would learn more about aviation and would become more interested in its growth and development.

VII. My reaction

I liked this book because from it I have learned the value of aviation.

There is no excuse for confusing **they** and **there**. Spacing after the numbers and between sentences should be perfect without any reminder from your teacher.

COMPLETION TEST

there, they

1. _____ is an airplane circling over the landing field.
2. Yesterday we climbed up _____ again.
3. By that time all the boys were _____.
4. _____ was not enough shortcake to go around.
5. Mary has three pennies, and _____ are all new ones.
6. It looks as if _____ will be a shower this afternoon.
7. _____ did not see the boat races yesterday.
8. Did you notice whether _____ was a light in his window?
9. I don't think _____ is any book like TREASURE ISLAND.
10. _____ are now. _____ are _____ behind that tree.

When typing reading lists or references for reports, etc., have the information complete and accurate. Use correct punctuation and spacing. Italicize with a solid line.

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- Lindbergh, Anne, North to the Orient, New York, Harcourt, Brace & Company, 1935.

The mountain this student describes so well is known by two names — Mount Tacoma and Mount Rainier. It is in Rainier National Park. Have you ever tried to write a poem about any of the beauty spots in your state?

OUR MOUNTAIN

Not renown'd as Etna; not so cloud-draped nor tall
As California's Whitney, but most beautiful of all,
With craggy wind-blown snow-tip, graceful cloak of trees,
Pine and fir and hemlock, swaying in the breeze.

Majestic from near by, stately from afar,
Its glorious white beauty nothing on earth can mar.
At night all bathed with moonlight, the dark sky all around;
Sentinel of the Northwest, Guardian of the Sound.

--Robert Pearsall
(Mason School, Tacoma)

Use your own judgment about arranging the heading and inside address, without asking questions. Only a few students still forget the comma and the space between the city and the state, and the two lines below the salutation.

8413 South Ellis Street, City, State, Current Date. Mr. T. A.
Lind, Principal, McCarver School, City, State. Dear Mr. Lind:
The Personality Club of the McCarver School would like to use
the cafeteria and the kitchen next Friday afternoon for a special
demonstration of the proper way to arrange and serve a large
luncheon. Miss Stiles and Miss Zimmerman will be in charge of
the demonstration. (Paragraph) May we know by tomorrow if we
can proceed with our plans? Very truly yours, Your Name.

LIMERICK

There is a young lady named Spence,
Who is very attractive, and hence
It will happen some day
That she'll marry away,
And then she'll become an ex-Spence.

Quoted from Reed Smith, *The Teaching of Literature in the High School*, p. 207; American Book Company, 1935.

Junior and senior high school students will have a large share in deciding whether new trails will lead to happier places than the old.

OLD TRAILS AND NEW

November eleventh has become established as a nation-wide 58
holiday. It commemorates the end of the War that was fought in 122
order to end all wars. Millions of men died in the World War, 185
and the money contribution of our own country alone was equal to 250
more than the total wealth of the Pacific Coast States. All this 316
life and property was wasted because the world had not yet learned 383
how to keep the peace. 407

Unthinking persons may be stampeded into the notion that the 468
best way to preserve peace is to prepare for war, to follow the 532
old, old ways in the hope that they will lead to permanent peace. 599
Could anything be more absurd than to set out to travel over and 664
over again upon an old path, and expect it to lead to new places? 731

We should be grateful that many leaders of our nation have 790
determined to find out if new trails will not lead to more pleasant 858
destinations. They are willing to travel on the road of good 920
understanding, good intentions, and good will, and they are confi- 987
dent that on that fair road, they will meet other travelers, from 1053
all the countries of the earth, and will together arrive at the 1117
habit of peaceful living. 1142

Here is a description of a famous park.

MESA VERDE NATIONAL PARK

Down in the southwest corner of Colorado is a small national park that is especially interesting because it includes extensive ruins and remains of a vanished race of men, the Cliff Dwellers. "Mesa Verde" means "The Green Mesa," and it gets its name from the juniper and pinon trees that cover its slopes.

The largest of these cliff ruins is known as the Cliff Palace and was built under an overhanging cliff on one of the side canyons of the park. It is really not a palace, but a village, with over 100 living rooms, and 28 temple rooms.

Another cluster of ruined buildings is called the Spruce House, which apparently was the home of about 300 persons. In places it is three stories high, and measures 216 feet in length and 89 feet in width. Most of the rooms were for living purposes but some were used in the worship of the sun. Another large room was probably used as a meeting place or council chamber for the warriors of the tribe.

Can you use the tabular key in arranging this table?

SEVENTH-GRADE BASKETBALL

Girls

| Place | Roll Room | Won | Lost |
|-------|-----------|-----|------|
| 1st | 201 | 8 | 0 |
| 2nd | 603B | 5 | 3 |
| 3rd | 123 | 3 | 5 |
| 4th | 207 | 2 | 6 |
| 5th | 620 | 1 | 7 |

A BACKWARD GLANCE

How fair a lovely lady was
Two hundred years ago,
With powdered hair and lacy skirts
And ruffles row on row!
Her dress was made of sweet brocade,
With waist quite slim and tight;
Her dainty feet were neatly shod
In slippers soft and white.

Her partner with a tricorne hat,
And cuffs of fresh white lace,
A gallant escort to the ball,
Beside her took his place.
There through the stately minuet,
They moved with ease and grace,
His courtly manner matching well
Her lovely smiling face.

--Bonnie Braley
(PATHFINDER, Mason School, Tacoma)

| |
|---|
| You'll not be confused if you use <u>them</u> alone, never as an adjective. |
|---|

COMPLETION TEST

them, those

1. I saw _____ boys run across the street.
2. Who owns _____ rabbits that are loose in the yards?
3. Can you do _____ problems? Yes, I can do _____.
4. I forgot _____ papers. Shall I go back for _____?
5. No, bring _____ tomorrow. We can get along without _____ today.
6. Here are your skates. I found _____ on the shelf.
7. Do you want _____ marbles? I am through with _____.
8. Please call _____ boys. It is time for _____ to go to school.

You should be able to get this letter spaced well on a half-sheet of paper and typed correctly. Address the envelope, also.

Street, City, State, Current Date. United States Rubber Company, 1790 Broadway, New York City. Gentlemen: Please enter the true story that I am enclosing in the story contest for December. I am thirteen years old, and attend the Alexander Hamilton Junior High School. (Paragraph) The manuscript is typed on one side only of the paper, according to the rules printed in your advertisement. I hope that my story will win one of the prizes. Very truly yours, Your Name.

Now that the end of the semester is almost here you could type this story to show that you know how to use quotation marks correctly and how to paragraph.

A NEW TYPEWRITER

You can't guess remarked Evelyn as she took her place at the dinner table what I did today What did you do Mother asked I typed for five whole minutes without making an error said Evelyn proudly You did commented Father as he looked up from his carving Splendid Now you shall have that new typewriter I promised you Oh Daddy I'm so happy Now I can type all my schoolwork And Evelyn jumped up and gave her father a big hug and kiss.

Use ten plural possessives in sentences.

CHRISTMAS IN SWEDEN

My grandmother was born in Sweden and she often tells me of 60
the way Christmas is celebrated there. She came to this country 125
when she was about twenty years old, and loves to tell of the 187
happy holidays her people celebrated. 226

Hardly any cooking is done during the twenty days of the 283
Christmas holidays, which start on December twenty-second and last 350
until January twelfth. All cakes, cookies, puddings, breads, bis- 416
cuits, candies, and preserves are made weeks before. Even the 479
roasts are salted and made ready to cook. 522

On the morning of the day before Christmas all the families 582
of a village go out into the woods to gather fir branches to deco- 648
rate their homes. Windows, doors, stairways, and pictures are hung 715
with holly wreaths. Men with teams of horses haul in enormous 778
Christmas trees, and the children and young people spend pleasant 844
hours in decorating them with red berries and bright tinsel. 906

On Christmas eve, all members of the family and their friends 968
gather at seven o'clock at one of the homes. There is a delicious 1035
dinner of lutefisk, rice, sweet potatoes, breads, cranberries, 1100
cakes, cookies, candies, puddings, preserves, and coffee. After 1164
dinner all gather around the magnificent trees which have been 1227
placed in front of the windows. They dance around the trees and 1292
sing beautiful Christmas carols. 1326

Swedish people celebrate much as we do by giving each other presents, such as beautifully and carefully woven jackets or dresses. Every family, no matter how humble the home may be, has a decorated tree before its window. Up and down every street blinking candlelights and decorations shine through the windows. After everyone has been wished a good "Yule," they go out in sleighs to carol up and down the streets.

A most unique custom originated in Sweden. Every Christmas a plate of porridge with cream and sugar is placed outside the door for the brownies. The children believe that they bring good luck in the coming year.

On Christmas morning everyone is up at four thirty. There is a light breakfast of coffee and "rusks," which are toasted biscuits. All attend a six o'clock church service at which there is wonderful singing. At six thirty the beautiful chimes are heard, ringing out all over the city from the steeple a hundred feet above the street. At seven o'clock the chimes concert is over and everyone goes home for a real breakfast. The day is spent quietly in the home, where members of the family only visit together.

The following days, however, are filled with merrymaking. There is a great deal of visiting and social activity. Young people especially give sleigh-riding parties.

Visitors to Sweden during the Christmas holidays never forget these beautiful customs.

LOOKING AT MY ACCOMPLISHMENT

Unit V
Week 2

PERFORMANCE

Your teacher will check your performance from dictation on various kinds of material, as she has been doing throughout the semester, and also on composing (one rough draft and one final draft). Final measurement should be sure to include these selections:

Table, p. 215
A Backward Glance, p. 216
Completion Test, p. 216
 Unarranged letter, p. 217
 Conversation, p. 217

RATE

Although accomplishment varies considerably, depending upon the keyboard used, the length of the class period, the grade you are in, etc., this distribution may give you some idea of what other junior high school pupils are doing. The distribution for your own school or city is even more interesting to you, of course.

FINAL DISTRIBUTION SEVENTH GRADE, NEW KEYBOARD

| Scores | Gross | Net |
|----------|-------|-------|
| 55-59 | 2 | — |
| 50-54 | 5 | 1 |
| 45-49 | 9 | 4 |
| 40-44 | 26 | 11 |
| 35-39 | 24 | 12 |
| 30-34 | 18 | 18 |
| 25-29 | 24 | 39 |
| 20-24 | 16 | 31 |
| 15-19 | 10 | 18 |
| 10-14 | 1 | 1 |
| 5-9 | — | — |
| 0-4 | — | — |
| N = | 135 | 135 |
| Range = | 13-58 | 10-51 |
| Median = | 34.6 | 27.2 |

Aren't you proud of the progress you've made? Imagine your tackling a two-page story ten or twelve weeks ago! Keep the "train" under control at all times.

THE COAST GUARD IN ACTION

Last summer while we were on a vacation at Longbeach, Wash- 58
ington, I had one of the most thrilling experiences that ever 120
came my way. From the beach we saw a real surf rescue by the 183
United States Coast Guard. 211

On the last day of our stay we were enjoying a bonfire on a 271
strip of sandy beach not far from our cabin. A high rocky point 336
separated us from our own beach. As evening closed in on us, our 402
big fire cast long ghostly shadows in all directions. The single 468
rock, against which we had built our fire, sheltered us a little 533
from the wind, and stood out like a lone sentinel almost in the 597
center of the beach. 619

A little before dark we had seen two fishermen out on a rock 680
in the surf, opposite the point. We supposed they would come in 745
when the tide came up. After dark a man came toward us shouting 810
that these men were stranded in the surf off the point. 867

Three of our party of ten started in a car for the Cape Dis- 927
appointment Coast Guard Station, which fortunately was only five 992
miles away. The rest of us hurried to the point. We could dis- 1056
tinguish the figures of the two men on the rock beyond the rough 1121
surf. Now and then a great swell would send a drenching curtain 1186
of foam and spray over them. A dismal, gray moon shone dimly 1248
through the pale shrouded sky and shed a dull ghostly light on 1312
the breaking waves in front of us. 1346

Two lights appeared up the beach and the Coast Guard truck 1405
 stopped near us. Two officers and a crew of men got out. On the 1471
 truck was a large nonsinkable dory, or surfboat. The men climbed 1539
 to the rocky point and for a few minutes were evidently trying to 1605
 communicate with the fishermen. Soon they came back and unloaded 1671
 the boat from the truck. The whole crew put on life belts, and 1735
 then at an order from their chief officer made ready to launch 1798
 the dory. In their bathing suits, in that cold wind, they hauled 1864
 the heavy dory into the rough surf. They were swept back several 1930
 times by the immense waves before they were finally compelled to 1995
 give up the effort to launch the boat. 2035

In a little while the truck left again to get a shoulder gun 2096
 with which to shoot a line to the men, before the highest tide 2159
 early in the morning. While the truck was away, the second officer 2257
 with his crew made another attempt to rescue the men on the rock 2296
 with the boat. They gained very slowly after it was launched. 2357
 The rowers pulled hard on their oars in a desperate attempt to 2420
 buck the waves. After a few strokes the boat rose on a monstrous 2486
 swell. It literally stood on end. The men clung to it for dear 2551
 life. Suddenly it pitched forward and the bow plunged into an 2614
 even larger swell. The men rowed for all they were worth. Des- 2678
 perately they fought as the craft tossed and pitched on the moun- 2743
 tainous swells. After a few minutes of exhausting fight against 2808
 King Neptune the boat again hit a toppler. The bow shot up into 2873
 the air, poised there for a second, then dived straight down. It 2939
 finally righted itself and the rescuers went on. They managed to 3005
 make their painful way to the rock and pull the freezing fisher- 3069
 men aboard. The row back was easy and soon they were by the fire. 3135

This unusual letter was written by a famous naturalist. What do you know about John Burroughs? He writes in such a delightful manner that the letter deserves to be well typed.

Slabsides
Friday

Dear Miss Reed:

You were lucky to find the water thrush's nest. I rarely find them, though I look for them every season. There is one now that haunts the little stream that passes my door and I am hoping it will nest here. Last night my cat (Silly Sally) gave it a scare and herself a partial ducking. She saw the bird disappear between the banks of the ditch and, calculating as nearly as she could where it had alighted, she made a leap at a venture. She missed the bird and plunged into the mud and water. A more disgusted cat I never saw. She came back flirting the wet off her and looking at herself with shame and anger. I reproved her sharply, but could not help laughing.

There's a wren's nest near the stream and two nests of turtledoves close by. The scarlet tanager has a nest near here, I think, but the secret is well kept so far.

The other day my old eagle came and sat for two hours on one of the dead hemlocks above me. It was a noble sight.

I had young Teddy Roosevelt with me three days, two weeks ago. What a chase he led me! We had some fine adventures. He is only 12 but has the real stuff in him. He is like his father in miniature. He climbed trees and rocks so recklessly that I expected he would break his limbs or his neck but he did not.

Faithfully yours,

Miss Clara Reed,
Vassar College,
Poughkeepsie, N. Y.

(John Burroughs)

Clara Barrus, *The Life and Letters of John Burroughs*, Vol. 1, pp. 389-390. Reprinted by permission of, and arrangement with, Houghton Mifflin Company.

ALPHABETIC SENTENCE

Squeeze five juicy oranges into a glass and put it next to the new bottle of milk.

82

This is the last of the series of descriptions of national parks and other scenic spots. You will probably want to write again your favorite ones.

HAWAII NATIONAL PARK

This national park is unique in that it is made up of two sections lying on two separate islands, Hawaii and Maui. On these two islands are two of the most interesting areas of volcanoes in the world.

On Hawaii are two volcanoes, Kilauea and Mauna Loa. The native Hawaiians called the fire pit on Kilauea the "Home of Everlasting Fire," because of the boiling, bubbling mass of lava that can usually be seen in its crater. Mauna Loa is a tall mountain, 13,600 feet high, from which clouds of steam continually rise. The last great lava flows from this volcano were in 1926 and 1935. Volcanic eruptions in Hawaii are almost like holidays, for everyone rushes from all directions to watch the great sight.

On Maui is Haleakala, the "House of the Sun," a volcano that has been silent for nearly two centuries. Its crater is the largest in the world; in places it is several thousand feet deep.

The rare silver-sword plant makes its home in the crater of Haleakala. This is a large plant with leaves like shining burnished silver. It blooms only once in its lifetime, and after the seeds have developed the entire plant dies.

Many words in this story are going to surprise you. Trust your reading and dictate each letter you see.

A LUAU

A luau is a Hawaiian feast. Birthdays, home-comings and 57
departures of friends, visits of distinguished guests, all are 120
proper occasions for these beautiful celebrations. The visitor 184
to Hawaii is never there long before he is invited to one of 245
these feasts, for the Hawaiians are hospitable people, and they 309
enjoy most what they can share with others. 354

Let us imagine that this luau I am going to tell you about 413
is being held in the outdoor pavilion of a beach home at Puna- 475
luu. Tall palm trees form the background, and there is a Hawai- 539
ian moon. Inside the pavilion the table is spread. It is very 603
low, and instead of chairs, there are lauhala mats and cushions 667
for the guests to sit on. Ti and fern leaves, laid in intricate 732
patterns, form the tablecloth and over these have been scattered 797
blossoms of pikaki and hibiscus. The centerpiece is a huge 858
calabash, filled with native fruits. There are no dishes, nor 921
shall we need any, for the food will be served on ti leaves, and 986
we shall eat with our fingers. 1018

A short distance away on the sand is the imu, or oven, in 1077
which the food for the feast is being cooked. Two Hawaiian men, 1142
clad in malos, are preparing to open it, and we hurry forward to 1207
watch the process. The sand, which has been heaped up to form a 1271
mound from which steam is rising, is being carefully lifted away 1336
and then a layer of burlap is taken off. Inside we see what 1397

| | |
|--|------|
| appears to be a huge artichoke made of banana and ti leaves. | 1459 |
| The leaves are folded back, one at a time, and inside this neat | 1523 |
| container is a whole pig surrounded with sweet potatoes, taro, | 1586 |
| and bananas--all cooked to a turn by heated lava rocks that have | 1651 |
| been buried with them. The food is lifted out onto koa trays | 1713 |
| and carried away to be served. | 1745 |
| Meanwhile, the women have been busy preparing other foods | 1803 |
| and when we take our places at the table, we see dozens of queer- | 1868 |
| looking dishes spread before us. There is poi, made from the | 1930 |
| steamed root of the taro plant; chicken, cooked in coconut milk; | 1996 |
| mullet; salmon; and limu or Hawaiian seaweed. Perhaps the most | 2059 |
| delicious is the Hawaiian pudding made from taro and coconut | 2121 |
| milk. | 2128 |
| But the luau is not just a meal, it is a ceremony. Instead | 2188 |
| of a prayer, a white-robed, white-headed Hawaiian offers a cere- | 2252 |
| monial chant to a rhythm that is made by the rattle of gourds. | 2316 |
| His voice rises strong and vibrant, and, although we cannot under- | 2381 |
| stand his words, we know that he is reciting the history and ex- | 2446 |
| ploits of his ancestors, their strength and skill with the spear. | 2513 |
| The silence that has followed the chant is broken. From the | 2574 |
| darkness comes the sound of soft music. Hula dancers crowned | 2636 |
| and garlanded with flowers glide into the circle of light. Weav- | 2702 |
| ing in and out among the guests, they place leis about the shoul- | 2768 |
| ders of each and speak soft words of greeting in the Hawaiian | 2830 |
| tongue. The air is heavy with the fragrance of Plumiera and | 2891 |
| ginger blossoms and we imagine ourselves in an enchanted garden. | 2955 |

The dancers retire to a mat which has been spread to form a stage just before the table, and, while we eat, they strive to entertain us. The feast goes on for hours. The dancers and musicians change, and the entertainment becomes a pageant of beautiful costumes. The most expert dancers of the race are here to interpret the music and legends of the Hawaiian people for us. Chants and dance and song succeed each other.

The final numbers are beautiful beyond description. Eight women, dressed in gorgeous silk holukus and carrying leis to represent each of the islands, sing The Song of the Islands and then all, guests as well as entertainers, join in singing Aloha Oe, the beautiful farewell of the Queen Liliuokalani.

SAINT PATRICK AND HIS DAY

It is astonishing how many Irishmen one meets about the middle of March. I often wonder if everyone who wears a green ribbon in his lapel, a green tie, a green dress, or a green rosette is really an Irishman. Perhaps if one cannot be Irish by birth, the next best thing is to be Irish by choice, for a day, on Saint Patrick's Day. It is a real privilege to be Irish, even temporarily, if to be Irish means to take on the friendliness, sincerity, and jolly kindness that characterized the good old Saint, whose wholesome personality has outlived all the Irish Kings put together.

ALPHABETIC SENTENCE

To win the prize for a fine job requires excellent working equipment and very zealous effort.

95

Sooner or later you will want to buy a typewriter for your own use. You will want to know about the various models of machines on the market. There are many things you should know about each kind of machine. Type and read what one person has to say about the best typewriter to buy.

YOUR TYPEWRITER

"What is the best typewriter to buy?" is a question one frequently hears. No doubt, now that you are a good typist, you would like to have that question answered. In the end, however, you will have to find the answer for yourself. You need not be surprised if other people find answers different from yours. The best typewriter to buy is the best one you can afford for your particular purpose. Each model and make of typewriter has its strong and its weak points. These points become stronger or weaker when you consider the uses that will be made of the typewriter, the conditions under which it will be used, and the person who will use it.

There are four general types of typewriters. These are:

(1) standard or regular office machines, (2) portables, (3) electric typewriters, (4) special office machines. Each of these four types of machines may be had in one of three different classes:

(1) ordinary, (2) seminoiseless, and (3) noiseless. In this country various models of the twelve possible types and classes of machines are made by eight or ten different firms. Thus you can see that your problem is to find the machine best suited to you, your work, and your purse.

You are already familiar with the standard office machine. 1268
 Its advantages in general are that it is durable, and can be used 1334
 for almost any kind of typing. It is heavy enough to keep from 1498
 sliding when in use. Its action may be light or heavy. But it 1562
 is too large and too cumbersome to be carried around, to and from 1628
 school, on trains, or in automobiles. New standard office machines 1696
 usually cost more than one hundred dollars each, but there are a 1761
 large number of used office machines, which when rebuilt or re- 1824
 paired will give satisfactory service. Such used machines can 1887
 usually be purchased for from twenty-five to sixty dollars. 1948

The portable typewriter, as you know, is smaller and so made 2009
 that it fits into a carrying case similar to a small suitcase or 2074
 overnight bag. This case is generally sold with the machine, and 2141
 should be used to protect the typewriter when not in use, and of 2206
 course when it is carried around. Portable typewriters are light 2272
 machines. If they are handled and used with care, and kept in the 2339
 carrying cases when not in use, these machines last many years and 2406
 give excellent service. The number and type of attachments or fea- 2473
 tures with which portable machines are equipped depend upon the 2548
 uses for which they are intended. These features in turn deter- 2612
 mine the cost of the machine. Some firms have experimented with 2677
 small portable typewriters which can be sold for from twenty to 2741
 thirty-five dollars when new. These have necessarily been of 2803
 cheaper construction and design. Generally speaking, it would be 2869
 advisable to avoid these cheaper models. Excellent, durable, and 2934
 useful portable typewriters are sold for about fifty, sixty, 2995

sixty-five, seventy-five, and eighty-five dollars. The higher- 3058
priced models are usually of the seminoiseless or noiseless types. 3126
There are at this time relatively few used portable typewriters 3190
for sale, since most people who buy portables want them for their 3256
own personal use and usually do not sell them. 3304

Electric typewriters are equipped with an electric motor 3361
which operates the carriage return, the capital shift, and the 3424
letter keys. The motor furnishes the power. The typist needs 3487
only to touch lightly the various keys. These machines, no doubt, 3554
are an aid to the typist who must do so much typing that fatigue 3619
becomes an important factor. Such typewriters are necessarily 3682
more complicated in design and much more expensive. They require 3748
more expert upkeep. Of course they can be used only where the 3811
proper electric current is available. 3848

The special office typewriters are very interesting, although 3910
few people ever need to use them except in business offices. There 3978
are typewriters which can use paper nearly a yard wide. These are 4045
used for typing time sheets, pay roll sheets, and complicated rec- 4111
ords requiring very wide paper. There are typewriters which add 4176
or subtract the numbers which are typed. These are used to type 4241
statements, invoices, and accounts. There are special typewriters 4308
and special type for writing chemical and mathematical symbols, 4372
Greek letters, and all sorts of special characters. Some of these 4439
may be put on the regular portable or standard machine as special 4505
keys. There are typewriters with "dead keys"; that is, keys which 4573
make a character on the paper but do not move the carriage. These 4640
are used in typing German, French, Spanish, and other foreign 4702
languages. 4714

Perhaps you have seen only the usual typewriter with pica or elite type. Ask a typewriter dealer to show you his book of special types. If you wish, you can have a typewriter that types Gothic letters, Old English letters, Manuscript letters, Russian letters, Hebrew letters, Greek letters, and so forth.

The ordinary or standard-action typewriter is the one which, as we all know, makes a certain amount of noise when the type strikes the paper. The seminoiseless typewriter, through changes in mechanism and design, is quieter than the standard machine. A noiseless typewriter, although not silent when operated, is for practical purposes virtually noiseless. Noiseless typewriters cost about twenty-five per cent more than similar standard or portable machines. During the last few years the noiseless typewriters have been so improved that they may in time replace the older models.

What, then, is the best typewriter to buy? If you wish to take your typewriter with you, from one room to another, or on travels, choose a portable. In any event, buy the typewriter that works best for you. Since you can type well, try a machine out before you buy it. Its stroke should be suited to your touch. The carriage-return lever should be easy to reach and to use. The type should be the kind that is suited to your work and--yes--to your personality. Buy a typewriter that is durable. Remember that a typewriter that is too cheap may turn out to be very expensive. Buy the best typewriter you can afford, use it properly, treat it with care and consideration, and you will have a friend that will aid you for many, many years.

A FOREST FIRE

The great tall trees of pine and fir,
Hemlock and cedar in the breezes stir,
Telling a message, "The air grows warm,
Much different from yesterday's storm."
Not simply warm but hot is the air,
And the sky has a bright, rosy glare,
While the birds and the squirrels, the chipmunk and hare,
Run 'round in a panic, their terror to share. (70 words)

For lo! in the distance a flame appears,
And a wave of fiery brightness nears.
Trees so sturdy, so staunch and straight,
That cannot flee but have to wait
While the flame nearer creeps;
Its red tongue upon them leaps
Like a hungry wolf upon his prey,
With no thought other than to slay. (127 words)

A crack in the distance, a crash to the ground,
And we know that some monarch his death has found.
The air is filled with a thick mask of smoke
And the frogs and the fluttering insects choke
While the terrified cries of small beasts are heard,
Mingled with screams of a mother bird,
As she flies o'er the tree where her nest is made,
And her young ones among the dead are laid. (203 words)

The fire dies out, but the ground is black,
And cinders and ashes it does not lack.
The forest once so green and so fresh,
Is now but a tragic wilderness.
The ferns, the flowers, the growing trees,
Which once waved so lightly in the breeze,
No more are seen, for all of them fell,
And met their death in this raging hell. (269 words)

It's bad enough when by lightning's play,
A forest fire should start its sway,
But it's worse, far worse when men who know,
And pretend to love the things that grow,
Should start a fire by their own careless hand,
And set aflame the beautiful land.
The slow-growing forest which God had made,
Was destroyed in a day in this fiery raid. (336 words)

--Alice Bremer
(Roosevelt High School, Seattle)

The pupils liked this graduation talk so much that the President of the Student Body asked for a copy of it.

TWO SEAS--A GRADUATION TALK

This is the time of year when I am divided between feelings of 63
rejoicing and quite as sincere feelings of sorrow. My rejoicing is 131
that a fine class of boys and girls has completed another long 194
stride on the road to preparation for life. My sadness comes from 261
the fact that many friendships that I have made, and many pleasant 328
relations, will be less close and intimate. 373

I am thinking today of a parable I once heard which has been 434
very illuminating to my own understanding and to my own apprecia- 499
tion of the finer qualities of people. You know there are two seas 567
in Palestine. One is green, sweet, and a source of life, joy, and 635
inspiration to all people who live about it. Fishermen ply its 701
surface for a livelihood; grainfields and vineyards dot the slopes 766
around the lake; palm trees provide a soft shade from the glare of 833
the sun. 843

Away to the southward there is another sea. No green fields 905
surround this lake, no palm trees, no fishermen, no fish, no life. 973
Between these two seas runs a famous river, the Jordan. It re- 1036
ceives the sweet waters of Galilee and pours them into the stagnant 1104
pool of the Dead Sea. What is it that makes the Dead Sea differ- 1169
ent from the Sea of Galilee? It is merely this. Galilee receives 1236
the waters, the gift of the lands above it, and gives it, drop for 1303
drop, to the lands below it. The Dead Sea only takes; it never 1368
gives. Receiving and giving, earning and distributing, make life 1434
sweet and joyous. Just taking and never giving always results in 1500
a stagnant life. 1516

One important reason for the remarkable increase in typing speed of modern times is the continual and steady improvement in the typewriter itself. Examine a picture of a very early model and one of 1900 to 1920. Compare these with the nimble, accurate, and trim-appearing machines of today.

SPEED RECORDS

In 1874 while trying to sell a typewriter to Mark Twain, a salesman claimed that the machine could write fifty-seven words per minute. Because the claim was doubted, the most expert typist of that day was asked to demonstrate her speed. She actually wrote fifty-seven words per minute. She achieved the speed not by typing straight copy, but by typing a few words over and over.

The first typewriters were made so that the typist could not see the writing without first partly removing the paper from the machine. The typist usually used the first two fingers of each hand and watched the keys while typing (very much like some boys and girls today who don't follow instructions). One of these early champions was a man named Traub.

About 1885 McGurrian, a young man from Michigan, was more or less dared to learn to type without watching the keys, that is, by the "touch" method. He did so well that he wrote 101 words per minute. In one contest he wrote 1771 more words than Traub, the champion "sight" operator.

By 1900, typewriters had been greatly improved, though they were nothing like our present machines. "Touch Typing" was generally adopted by skilled typists. In 1906 Rose L. Fritz, writing 82 words per minute, became world champion typist. In 1917, Margaret B. Owen became world champion with a record of 143 words per minute.

It is impossible to compare early speed records with the records of today. At first records were based on an actual count of the words typed. Later, the word count was based on a "stroke count," where five strokes equal a word. About 1924, contest rules were changed. The penalty for errors, which for some years was five gross words for every error, was raised to the present fifty-stroke or ten-word penalty. This rule resulted in a general lowering of championship records. In 1935, Albert Tangora won the International Typewriting Championship with a record of 128 net words per minute.

Examine these speed typing records* for the last fifty years.

| Year | Name | Words per Minute |
|--------|---------------------|------------------|
| 1874 | ---- | 57 |
| 1884 | Traub | --- |
| 1885 | McGurrin | 101 |
| 1906 | Rose L. Fritz | 82 |
| 1907 | Rose L. Fritz | 87 |
| 1908 | Rose L. Fritz | 87 |
| 1909 | Rose L. Fritz | 95 |
| 1910 | H. O. Blaisdell | 109 |
| 1911 | H. O. Blaisdell | 112 |
| 1912 | Florence E. Wilson | 117 |
| 1913 | Margaret B. Owen | 125 |
| 1914 | Emil A. Trefzger | 129 |
| 1915 | Margaret B. Owen | 136 |
| 1916 | Margaret B. Owen | 137 |
| 1917 | Margaret B. Owen | 143 |
| 1918 | George L. Hossfield | 143 |
| 1919 | William F. Oswald | 132 |
| 1920 | George L. Hossfield | 131 |
| 1921 | George L. Hossfield | 136 |
| 1922 | George L. Hossfield | 144 |
| 1923 | Albert Tangora | 147 |
| 1924 | Albert Tangora | 130 |
| 1925 | Albert Tangora | 130 |
| 1926 | George L. Hossfield | 132 |
| 1927 | George L. Hossfield | 133 |
| 1928 | Albert Tangora | 132 |
| 1929 | George L. Hossfield | 135 |
| 1930 | George L. Hossfield | 133 |
| 1935** | Albert Tangora | 128 |

* "World's Typing Championship Records," Underwood Elliott Fisher Company, New York.

** 1930-1934 inclusive, no professional competition.

Many prominent persons have written rules of conduct. They intended these rules more for themselves than for others. All his life Benjamin Franklin toiled honestly to live up to these rules which he wrote while a young man.

FRANKLIN'S RULES OF CONDUCT

Temperance

Eat not to dullness.

Silence

Speak not but what may benefit others or yourself;
avoid trifling conversation.

Order

Let all things have their places; let each part of your
business have its time.

Resolution

Resolve to perform what you ought; perform without
fail what you resolve.

Frugality

Make no expense but to do good to others or to your-
self; that is, waste nothing.

Industry

Lose no time; be always employed in something useful;
cut off all unnecessary actions.

Sincerity

Wrong none by doing injuries; forbear resenting
injuries so much as you think they deserve.

Moderation

Avoid extremes.

Cleanliness

Tolerate no uncleanness in body, clothes, or
habitation.

Tranquillity

Be not disturbed at trifles, or at accidents common
or unavoidable.

ADORNMENT

If we would build character as wisely as we build houses, we might well give more thought to proper adornment of character. By this is not meant those gaudy ornaments that make a brief show on some special occasion, like bits of tinsel on a Christmas tree, but certain accomplishments that increase the value of honesty, industry, fidelity, and integrity. One of these is respect for our own personality.

Our personality is measured by the impression we make on other people. A personality that leaves the impression of trustworthiness plus personal neatness is more valuable than a personality that leaves the impression of trustworthiness with slovenly appearance. And this for the same reasons that a home well and tastefully painted is far more valuable than one that stands bare and alone.

Some adornments of a sound character that will invariably result in a more valuable personality are:

A manner of speaking that is quiet, conversational, and free from "scolding" tones.

A manner of walking that is brisk but unhurried, alert but not disturbing.

A habit of smiling even when we are not entirely happy.

A habit of letting others talk, without interrupting, even though we have something very important to say.

A habit of reluctance to think ill of people; and eagerness to think and speak well of them.

FROM MY UNPUBLISHED AUTOBIOGRAPHY--MARK TWAIN

1904, Villa Quarto
Florence, January

Dictating autobiography to a typewriter is a new experience for me, but it goes very well, and is going to save time and "language"--the kind of language that soothes vexation.

I have dictated to a typewriter before--but not autobiography. Between that experience and the present one there lies a mighty gap--more than thirty years! It is a sort of lifetime. In that wide interval much has happened--to the type-machine as well as to the rest of us. At the beginning of that interval a type-machine was a curiosity. The person who owned one was a curiosity, too. But now it is the other way about: the person who doesn't own one is a curiosity.

I saw a type-machine for the first time in--what year? I suppose it was 1873--because Nasby was with me at the time, and it was in Boston. We must have been lecturing, or we could not have been in Boston, I take it.

But never mind about that, it is no matter. Nasby and I saw the machine through a window, and went in to look at it. The salesman explained it to us, showed us samples of its work, and said it could do 57 words a minute--a statement which we frankly confessed that we did not believe. So he put his type-girl to work, and we timed her by the watch. She actually did the 57 in 60 seconds. We were partly convinced, but said it probably couldn't happen again. But it did. We timed the girl over and over again--with the same result always: she won out. She did her work on narrow slips of paper, and we pocketed them as fast as she turned them out, to show as curiosities.

At the hotel we got out our slips and were a little disappointed to find that they all contained the same words. The girl had economized time and labor by using a formula which she knew by heart. However, we argued--safely enough--that the first type-girl must naturally take rank with the first billiard player: neither of them could be expected to get out of the game any more than a third or a half of what was in it. If the machine survived--if it survived--experts would come to the front, by and by, who would do 100 words a minute--my talking speed on the platform.

At home I played with the toy, repeating and repeating and re-repeating, "The Boy stood on the Burning Deck," until I could turn that boy's adventure out at the rate of 12 words a minute; then I resumed the pen, for business, and only worked the machine to astonish inquiring visitors. They carried off many reams of the boy and his burning deck.

By and by I hired a young woman and did my first dictating (letters, merely). The machine did not do both capitals and lower case (as now), but only capitals. Gothic capitals they were, and sufficiently ugly. I remember the first letter I dictated. It was to Edward Bok, who was a boy then. He was accumulating autographs, and was not content with mere signatures, he wanted a whole autographed letter. I furnished it--in type-machine capitals, signature and all. I said writing was my trade, my bread and butter; I said it was not fair to ask a man to give away samples of his trade; would he ask the blacksmith for a horseshoe? Would he ask the doctor for a corpse?

Now I come to an important matter--as I regard it. In the year 74 the young woman copied a considerable part of a book of mine on

the machine. In a previous chapter of this Autobiography I have claimed that I was the first person in the world that ever had a telephone in his house for practical purposes; I will now claim--until dispossessed--that I was the first person in the world to apply the type-machine to literature. That book must have been The Adventures of Tom Sawyer. I wrote the first half of it in '72, the rest of it in '74. My machinist type-copied a book for me in '74.

That early machine was full of caprices, full of defects--devilish ones. It had as many immoralities as the machine of today has virtues. After a year or two I found that it was degrading my character, so I thought I would give it to Howells. He was reluctant, for he was suspicious of novelties and unfriendly toward them, and he remains so to this day. But I persuaded him. He had great confidence in me, and I got him to believe things about the machine that I did not believe myself.

He kept it six months, and then returned it to me. Then I gave it to our coachman, Patrick McAleer, who was very grateful, because he did not know the animal and thought I was trying to make him wiser and better. As soon as he got wiser and better he traded it to a heretic for a sidesaddle which he could not use, and there my knowledge of its history ends.

Reprinted from Mark Twain, "The First Writing Machines," pp. 166-170, *The \$30,000 Bequest and Other Stories*, 1906; by courtesy of Harper and Brothers.

EDDIE CANTOR'S PORTABLE

Dear Mr. Underwood:

While writing, the letter "I" keeps winking at me, and I keep slapping it down, because it's a personal pronoun, and I hate anything personal.

Most actors who are supposed to be writers usually have "ghosts" who do their writing for them. The Underwood I use does all my ghosting. In fact, outside of my wife, it's the only partner I have had with whom I would be willing to split anything "fifty-fifty."

Ever since I can remember, my handwriting has always resembled the hieroglyphics the Egyptians used in sending mash notes to the glorified girls who played PHARAOH ... and I don't mean the gambling game.

Many times, I have written a memorandum on a piece of paper, and my valet would pick it up by mistake, take it to a Chinese laundry, and come back with a package containing shirts, socks, handkerchiefs, and underwear. I wouldn't mind if they were my size, but I could use only the handkerchiefs. And that's nothing to blow about!

And that's the way it went. Whenever I used a pen or a pencil, I paid the penalty. To me a typewriter was a machine that would take me so many years to master, that it wouldn't do me a bit of good anyway. I figured I'd be so old by the time I learned to operate it my beard would catch in the machinery and ruin typewriter, whiskers, chin and all.

Now the plot thickens!

I can see you saying to yourself, "How did this ham become typewriter conscious?"

One Christmas, while playing Santa Claus to my oldest daughter, I bought her what she most desired--a Portable Typewriter.

Forty-eight hours later, I tiptoed into the room of one of my heiresses, and there she was--typing so fast I could hardly see her fingers move, and I said to myself, "Uh! Uh! She's just pretending."

I picked up the piece of paper, and lo and behold! There it was--the typist's Bible, "Now is the time for all good men to come to the aid of the party."

"Now," thought I, "if the daughter of Eddie Cantor could handle a typewriter with such ease, it ought to be a 'pipe' for old man Cantor."

And I have been using one ever since, with perfect harmony. It's never been "off key." Yes, Sir, my Underwood is like a good child. Give her a new ribbon, keep her clean, pat her gently--and she says the cutest things.

Just a few years ago, we inaugurated, through the efforts of the automobile industry, the "two-car" families. Nowadays we speak of the "two-typewriter" families.

My Underwood has been instrumental in giving me the reputation of being a fine correspondent.

Years ago, four letters in longhand and I was ready for a vacation. Now I typewrite twenty letters and call it a vacation. If you don't believe what I say, drop me a line sometime and see if I don't answer you.

Love and kisses

EDDIE CANTOR

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UNIT VI



MY TYPEWRITER AND I ARE PARTNERS

You are already familiar with parts of this Unit. From the very first week you have used the letter combinations for daily practice. You have often turned to the summary of punctuation and usage for help. You may not have needed the keys to the unarranged exercises, but the printed and typed forms of conversation were helpful, and the samples of editing were interesting. You have learned by now to spell, type, and define the seventh- and eighth-grade spelling lists.

You will find other suggestive exercises: unarranged letters, tabulation problems, plays and dialogues, and more varieties of typed schoolwork. In addition there is an endless amount of personal and school work that you can take with you to your class or to your workroom whenever you have an opportunity.

You have learned to turn out good copy in a reasonable time, and have become accustomed to working at the typewriter on your own responsibility. When you have practiced the materials in Part VI faithfully you should have skill, and rate, and experience in applying typing to studies, that will enable you to save many hundreds of hours during your junior and senior high school career.

Two or three lines of these combinations should be used for warming up at the beginning of every class period. They are excellent for building rate through rhythm and greater control of letters. At times there is an advantage in repeating one line over and over so that a quick look at the "columns" may be taken.

TWO-LETTER AND THREE-LETTER COMBINATIONS

th he ou an in nd ha to at it on en is as te se hi no st et ot
ea ti nt ut ne es so ho ee ed us ad de tt sh oo si do un da di
ta sa io ei os id ss su ai ni tu ht ns ie ue oi ia nn na oa eo

the and hat tha thi not his ith ent tte out one ett ion hin tio
ust had ate sen hen een est oth hou she han eas ind has oun see

end ood ase unt use ess att ite sta ain nti ati ast sin und ose
sho din sed ten tho did int ine dea nin nde tin oin ese ish itt

ant hea ste etu ade iti nte don ted too ost eat ead shi ote ond
sha ide sti ise hei tat dit hoo ont oon ndi eet eth hes aid tan
oss sto ous ien ssi aus ann iat nes ins sid osi sit ons the ent

er re yo or ur ar ll of ng al le fo il ay ry ro go ld ul ri el
ly ge ic rd rs la lo ac li pl if ir pe fr nc gh ny pr pa rt ol

fi op up po ig fe ct uc ey ra tr ef rn ge ep ye ug cl pp fa ag
ga gu ap ft ip eg tl rr ff af ty ci ys pt rl ru ls cc gr rl fl

you our ing for her ere ill ter are all ery oul ulo day ear any
let der rec get fro ece nce ord cou tle urs lea res ght rea ore

ell ice hey goo rde hic ich igh ard tur oug ugh rit ret enc ure
pre art urn ers pos los say efo fte con clo fin aft ope ect par

per ild red ach act lac sur got pla nly las ncl cha pri acc hal
nac app sir ong tle rst ort eci lad reg eac tru rou hip che gla

rni ref off rin ire ays til pro ttl cia aga gai gre lon thr ndl
als lso lan rie eli eir onl rep ful inc hop fer lit har goi cho

ool sch eri lin cal fee ric pec fir ply eal rse tor fac cop era
ree ace ega gar ces irs rat oll ile nig dre cor orr loo rgs eel
suc fri ial lar spe sel pay lie try rda ren opy inf nfo hil rig
llo ely

iv ev ve me we be wi om av wh ow ma wa wo am bu im bo mo em ke
ab my ov ak mu kn ki nk ju vi ew by wr ex ck ba mi n' ok 't qu
mp wn tw rk mb rm dv

ave hav ver wil wit ome was eve ive rom ime tim ove whe whi now
com som men abo bee kin wou bou kno ake how jus muc wer mat wel

hem wri eiv mor wor n't mak ame wha way ble ook giv ink own him
man may ank tak ber ven new ved wee mon who mbe ork adv bef two

omp vea sam mad abl mus ike lik wis vis eme eek wan dlv to- exp
on' vin ask hom dvi orm bet lov ext min nem owe low ibl sib qui
Mr. bec emb war que ipm nex amo mai mos few met

KEYS FOR ORIGINAL EXERCISES

PLAYING COLUMBUS (page 78)

Sometimes on rainy days Helen, Dorothy, Tommy, and I put on plays and pageants in our basement. Daddy and Mother helped us build a little theater with seats and a curtain. One day we put on a play we found in CHILD LIFE. It was about the landing of Columbus. The first act showed him leaving Spain; the second act showed him landing on the tiny island of San Salvador from his ship, the SANTA MARIA. Tommy was Columbus, and Helen and Dorothy were Indian women. I was the Indian chief. We asked Mother to be Queen Isabella, but she said she could not, because she had no jewels to sell.

GEOGRAPHY TEST (page 87)

1. The government of France is headed by a president.
2. Switzerland is a country of mountains.
3. The Baltic Sea borders on Germany.
4. The League of Nations meets at Geneva.
5. Dublin is the largest city in the Irish Free State.

THE JUNIOR RED CROSS (page 93)

When Junior Red Cross week ended, our school had raised one hundred dollars. This was the best we had ever done, and we are very proud of our record. The grand prize, which was a half day's visit at the Art Museum, was won by Room 220. Some of the money was donated, but most of it was earned by the boys and girls themselves. They put on shows, sold candy, and gathered old automobile tires for sale. It is lots of work, but it is also lots of fun to have a Junior Red Cross campaign.

READING IN BED (page 117)

Bobby was reading JIM DAVIS in bed. Daddy's voice came up the stairs, "Time to put out the light, son, and go to sleep."

"But, Daddy," said Bobby, "Jim is in the cave with the smugglers, and it will take only two more pages to get him out."

"Very well," said Daddy, "you'd better get him out. If you don't, you'll be trying to rescue him all night in your sleep."

BROTHERS (page 142)

"George, will you please let me ride your bicycle around the block?" asked Johnny of his older brother.

"No, you're too little," was George's answer.

"Please, just once. I'll be careful," pleaded Johnny.

"All right, just once around the block, and ride slowly."

Johnny balanced himself with one toe on the ground, then pushed off and wobbled down the street. He headed straight for the sidewalk, forgot how to put on the brakes, and bumped head first into a fire hydrant.

"Are you hurt? Did you break my bike?" shouted George.

"Your bike isn't hurt," said Johnny, "but I've torn my pants."

"You'll catch it from Mother," remarked George.

"Mother won't scold me half as much for tearing my clothes as you would if I had broken your old bike." And Johnny walked away toward the house.

A good exercise would be to write this poem from the edited copy, making all corrections, and avoiding all other errors. Be sure you use a sharp pencil.

DINING

He may ~~love~~^{live} without books, what is know~~l~~^ledge but grieving?

> He may ~~live~~^{live} without hope, what is hope but deceiving?
He may live without love, what is pass~~ion~~^{ion} but pinning?

But ~~where~~^{where} is the man that can live without dining?

Quoted from Owen Meredith, "Lucile," in Reed Smith's *The Teaching of Literature in the High School*, p. 125; American Book Company, 1935.

Seattle, Washington
Current Date

Mr. Charles J. Morton, Chairman
King County Republican Committee
Alaska Building
Seattle, Washington

Dear Mr. Morton:

Next Tuesday will be General Election day, and our school building, among a great many others, will be used as a polling place. Would it not be possible for your campaign workers to co-operate with us in our efforts to keep our lawns and grounds free from litter and wastepaper?

We feel that all candidates for office will gain the good will of this district by helping in this matter. The County Committees of all political parties are being sent this request.

Very truly yours,

JAMES MADISON SCHOOL COUNCIL

Clyde Terry
Publicity Chairman

COMPLETION TEST (page 206)

1. I like to lie down in the afternoon for a nap.
2. Do you ever lie in bed and read?
3. Mother laid the baby softly on its bed.
4. The little colt is lying beside its mother.
5. I can't remember where I laid my knife.
6. John brought in two old boards and laid them on the floor.
7. We found the hoe just where we had laid it.
8. The carpenters are laying a new floor on the porch.
9. The kittens are lying sound asleep under the stove.
10. They have lain there all morning.
11. Will you lie still so I can bandage your foot?
12. Lay your papers neatly on your desk.
13. Lie down, Fido!
14. We shall probably find it lying there yet.
15. Now try to think where you have laid your money.

THE OLD MAN AND DEATH

A poor and toilworn peasant, bent with years and groaning beneath the weight of a heavy fagot of firewood which he carried, sought, weary and sore-footed on a long and dusty road, to gain his distant cottage. Unable to bear the weight of his burden any longer, he let it fall by the roadside and lamented his hard fate.

"What pleasure have I known since I first drew breath in this sad world? From dawn to dusk it has been hard work and little pay! At home is an empty cupboard, a discontented wife, and lazy and disobedient children! O Death! O Death! come and free me from my troubles!"

At once the ghostly King of Terrors stood before him. "What do you want with me?" Death queried in hollow tones.

"Noth--nothing," stammered the awed and frightened peasant, "nothing except for you to help me put again upon my shoulders the bundle of fagots I have let fall!"

AESOP: Fables

Reed Smith, *The Teaching of Literature in the High School*, p. 124; American Book Company, 1935.

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AESOP: *Fables*

"You can't guess," remarked Evelyn as she took her place at the dinner table, "what I did today."

"What did you do?" Mother asked.

"I typed for five whole minutes without making an error," said Evelyn proudly.

"You did!" commented Father as he looked up from his carving. "Splendid! Now you shall have that new typewriter I promised you."

"Oh, Daddy, I'm so happy. Now I can type all my school-work."

And Evelyn jumped up and gave her father a big hug and kiss.

Your work should not require much editing, but this is the way it is done with pencil (see page 247).

NEWSPAPER PROJECT

1. The different ^adepartments of a newspaper are sports page, society page, editorial page, financial page, classified ad~~x~~section, theatrical page, funⁿnies, and the adverti^szing section.
2. [Newspapers are patronized by every one because there is some part of the paper that each member^rof the family enjoys.
3. ^Aadverti^szing is given so mu^hch space in the paper because that is the financial part of the paper.
4. Two principl^es kinds of adverti^szing are classified and display.
5. A ⁿewspaper prints ~~so~~ much besides news ~~news~~ because pe^ople are in^eterested in other things.
6. [#]A newspaper is made to appeal to ^{every} member of every typ^e of family.
7. The Editor has control ~~of sanction~~ of what goes into ^{his} newspaper.
8. The proof^readers are responsi^able for mistakes and errors in type.

Let us recall certain things we have learned about punctuation, capitalization, abbreviations, and special characters, especially as they relate to typing. Thus far you have formed certain habits as they were suggested in this book, but it might be fun to list them here all together. More complete lists of the uses of various marks of punctuation and capitalization are in your English book, but we are chiefly concerned now with such of them as give us some concern in spacing. Refer to each of these items in the Index.

End Punctuation

Every sentence begins with a capital letter and ends with a period, question mark, or exclamation mark. There are always two spaces between sentences, no matter what end punctuation mark is used.

Capitalization

Father and *Mother* are written with capitals when used in address, but *not* when possessive pronouns are used with them.

The first words of topics or lists written in tabular form are capitalized.

The first word of every complete quotation is written with a capital, but :

- (1) *Not* when the quotation is introduced indirectly. It has been said that "to see is to believe."
- (2) *Nor* when a part of the quotation is resumed within the same sentence. "Come now," he pleaded, "if you possibly can."

Abbreviations

We avoid whenever possible abbreviations of the days of the week, the months of the year, names of states, etc.

The only titles of honor and respect that may be abbreviated are : *Dr.*, *Mr.*, *Mrs.* They all begin with capitals, of course. Spell out *President*, *Secretary*, *Superintendent*, *Senator*, etc.

There is a period and *one* space after abbreviations. (*Miss* is not an abbreviation.)

In writing the names of companies, use the forms as they write them. If the company name actually has *Co.*, *&*, *Inc.*, one should use the short form. If you are in doubt, spell the words in full.

The Comma

The comma is followed by *one* space. Use it :

- (1) Between names of city and state, when needed.
- (2) After the day of the month, in writing dates.
- (3) After *yes* and *no* in answers to questions.
- (4) To separate a person's title, when it follows his name.
- (5) Between words in a series, and between certain parts of long sentences.

The Colon and Semicolon

The use of these marks of punctuation is discussed and illustrated on page 44. The semicolon (;) is followed by *one* space (like the comma), while the colon (:) needs two spaces after it.

For an illustration of the colon with a list, see page 281.

The Hyphen and Dash

The three most frequent uses of the hyphen are to indicate :

- (1) Compound words (made up of two or more words to represent a new idea). (See p. 35.)
- (2) The division of a word into syllables. (See p. 255.)
- (3) The division of a word at the end of a line.

The hyphen is also used in certain cases in place of the word *to*. Henry Wadsworth Longfellow (1807–1882) wrote *Hiawatha*.

The dash is made with two hyphens. Do *not* space before or after. Typists become confused in regard to the dash because its typed form does not look exactly like its handwritten or printed form. The correct habit can and should be formed.

Quotation Marks

The usual number of spaces follows each punctuation mark, even when it is quoted. Remember that quotation marks :

- (1) Always *follow* the period and comma.
 - (2) Always come *inside* the semicolon and colon.
 - (3) Sometimes *precede* and sometimes *follow* the question mark (see p. 152), depending upon whether or not the mark belongs to the quoted matter.
 - (4) Come *outside* the dash only when something is left unsaid.
 - (5) Come *inside* the parentheses when only the words in parentheses are quoted.
 - (6) Quotations that are written within direct quotations are set off by single quotation marks.
- The single quotation mark is made with the *apostrophe* key.

The Apostrophe

- (1) You are accustomed to using the apostrophe to take the place of a letter left out. (Poem, p. 153 ; Words to Watch, p. 45 ; Play, p. 307.)
- (2) Another use of the apostrophe is in writing the plurals of numbers and letters.
Good typists never strike e's over o's.
His 3's and 8's look too much alike.
- (3) You are also accustomed to using the apostrophe in writing singular and plural possessives. The simplest rule to follow is to add the apostrophe and *s* to the singular to form the singular possessive, and to the plural to form the plural possessive. Certain exceptions you may discuss in your class in English. Notice these correct forms :

Singular: Tom's team
a dog's collar

Plural: children's toys
women's hats
boys' classes

Figures

There are one or two facts about writing out numbers or using figures that we need to recall. Usage differs, but remember :

- (1) Spell out all numbers at the beginning of a sentence.
- (2) Numbers or amounts within a sentence should usually be expressed entirely in figures or entirely in words, unless this would result in lack of clearness.
- (3) In writing names of numbered streets and avenues, spell out the names of those up to twelve ; above *Twelfth* the names may be expressed in figures.

In business letters you may write dates as follows :

Thank you for your letter of March 5.

Thank you for your letter of the fifth of March.

Not Thank you for your letter of March 5th.

Letters

You have become expert at setting up letters correctly, even complicated ones. Use half-sheets for short letters to make them appear more concise and attractive. Although one does see double-spaced letters now and then, single-spaced ones with attractive margins are preferable. Be *very* courteous in regard to spelling names correctly. Use as nice paper as possible, and express yourself clearly. Abbreviations should be avoided.

Tables

The title of a table is always in capitals. If it has a number, use Roman numerals centered two lines above the title.

Ruled vertical (up-and-down) lines are rarely needed in making tables. Set up the columns with the aid of the tabular key. Horizontal lines are made by using the underscore with the shift locked.

Double lines at the top and bottom of the table look neater if they are very narrow (barely move the variable line spacer).

Titles

You have learned to lock the shift for the titles of stories and poems (and to unlock it whenever a sign or punctuation mark occurs that is written without the shift).

There are two ways of writing titles of books correctly :

(1) Solid capitals. I have read WITH LAWRENCE IN ARABIA.

(2) Underscoring (italics). I have read With Lawrence in Arabia.

The first form is the easier to use, and is especially appropriate for names of poems, songs, movies, and radio programs, particularly in personal letters.

When the second form is used, the underscoring must be a solid line.

The best usage requires that italics (underscoring) be used for the titles of books and magazines.

Quotation marks are used for the names of parts (chapters, for instance) of books, and for the titles of articles in magazines.

Notice the following correct forms for magazine references completely and correctly written.

In the first one the Roman and Arabic numerals mean: Volume XVII, Number 7, pages 183 to 184.

Gravlin, Raymond, "At School Afloat," American Junior Red Cross News, XVII, 7, 183-184 (March, 1936).

Stockwell, La Tourette, "The Evolution of the Modern Theatre Ticket," Scholastic, XXVIII, 3, 19-20 (February, 1936).

Italics

You have learned to italicize letters and words when referred to specifically.

I never use was in place of were.

Mother would scold if I got a D in any subject.

IMPORTANT POINTS IN GOOD WRITTEN WORK

1. Proper capitalization
2. Even and sufficient margins
3. Correct spelling
4. All sentences complete
5. Neat manuscript, typed or handwritten
6. Correct word division at end of lines
7. Correct writing of compound words
8. Proper paragraph indentation and line spacing between paragraphs
9. Proper use of pronouns
10. Clear and correct punctuation

One of the marks of an excellent typist is the care he uses in spelling unusual names correctly.

Last Thursday the Stewart Globe Trotters Club prevailed upon Mr. Herman Myrhman to show several reels of motion pictures that he took during his travels in Mongolia in the years 1922-1927. Mr. Myrhman gave an interesting account of the difficulties he encountered in taking his pictures.

The moving pictures were taken in Tientsin, Saratai, Peiping, Kalgan, the Gobi Desert, and Patsebolong. Most of the actors in the pictures were children, who were more willing than their parents to show the way they lived, their homes, clothing, games and amusements, and their native customs. Some of the Mongolian children were Artonason, Watjerbato, Tjilobater, Rintjingnarba, Tjurganching, Monkechia, and Umeto. The last of these must have felt just a little ashamed of his very short name. Imagine some Mongolian mother having all these youngsters in her family, and having to call them to dinner!

If you learn to divide correctly all the words you use in English, geography, and other classes, as well as those you write in typing class, soon you'll not have to look up so many in the dictionary. This is a good form in which to keep such lists. Choose a meaning that fits your needs.

DEFINITIONS

1. abduct--(ab-duct) to steal or kidnap
2. balloonist--(bal-loon-ist) one who ascends in a balloon
3. congeal--(con-geal) to freeze
4. ecstasy--(ec-sta-sy) extreme joy
5. fabulous--(fab-u-lous) not true or real
6. gash--(gash) a deep cut or wound
7. portable--(port-a-ble) can be carried
8. protege--(pro-te-ge) one who is under the care of another
9. sentimental--(sen-ti-men-tal) artificially tender
10. saunter--(saun-ter) to walk in a leisurely way
11. elaborate--(e-lab-o-rate) to produce thorough and careful
work
12. devour--(de-vour) to eat up greedily
13. boor--(boor) a rude fellow
14. bellow--(bel-low) a loud hollow cry or roar
15. resign--(re-sign) to give up
16. simian--(sim-i-an) an ape or monkey
17. vapid--(vap-id) having no life or flavor, flat
18. mess--(mess) a number of people who eat together as on
board a ship
19. variety--(va-ri-e-ty) all sorts of things
20. sophisticated--(so-phis-ti-cat-ed) worldly-wise

DEFINITIONS (continued)

21. gab--(gab) to talk or chatter
22. magnanimous--(mag-nan-i-mous) generous
23. tyrannical--(ty-ran-ni-cal) despotic
24. pathos--(pa-thos) quality of inspiring pity or sympathy
25. gasp--(gasp) to catch the breath quickly
26. gee--(gee) in driving oxen, command to turn
27. antique--(an-tique) old
28. desperate--(des-per-ate) beyond or almost beyond hope
29. increase--(in-crease) to enlarge
30. blissful--(bliss-ful) joyful, happy
31. mumble--(mum-ble) to speak thickly or obscurely
32. portico--(por-ti-co) a covered space at the entrance to
a building
33. spigot--(spig-ot) peg used to stop a small hole in a
cask
34. nimble--(nim-ble) light and quick in motion
35. excel--(ex-cel) to surpass
36. strand--(strand) the twists or strings of a rope
37. demonstrate--(dem-on-strate) to show clearly
38. regard--(re-gard) to observe carefully
39. miserable--(mis-er-a-ble) wretched
40. neglect--(neg-lect) to omit or fail to do
41. criminology--(crim-i-nol-o-gy) study of crime
42. hobble--(hob-ble) to walk with a limp

In using these words for spelling or typing drill, it would be a good plan to repeat a whole line over and over. Your work will then be arranged in columns and you can easily detect those you have not learned well enough.

SEVENTH-GRADE SPELLING LIST*

abundant accomplished accordance accordingly accurate acknowledge
acquaint acquainted activity actual additional administration
admission advancement advertising affair agency agreement agri-
culture alfalfa allowed almonds altogether ambitious ambulance
announce announcement annual anxious applicant application arrival
article assembly assistant association assortment assurance attain
attitude attorney attract auditor auditorium authorized autumn
available

baggage bandage barely based bashful beggar beginning behavior
believed berth billed biscuit blizzard booster bracelet brief
British business

calves canned carriage cartoon castle cedar chapel character
choosing cigarette circumstance civilization closing colonies
column combination commercial companies concert compelled comple-
tion concerning conference confidence confirming congress con-
stitution contemplate contemplated contemplating convince cordial
convinced coupon courtesy culture curious cushion custom customer
daddy data debate decide decrease deliveries delivery democrat
democratic departments dependent description desert desire
destination detective determined develop development difficulty
disagreeable discontinued disgusted disposal distinguish divide
Dr. drawer duly duplicate

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elaborate electrical elsewhere endurance energy engineer
envelope engineering enrollment equally equipment errand
establish estimate established estimated etc. evidence evidently
examination examine examined excursion exercise exercised
existing expensive experience extreme

fabric fashionable favorable favorably federation ferry filing
finally foliage folks foreign formerly fortunate frequently
furniture

genuine germ glorious government governor gradually graduation
gratitude grower

haste hauled heir hereby hire hitched honorable hug hurriedly
hustling hygiene

identify illustrated illustrating illustration imagine impression
inclined influence inside install institute institution
instructor instrument interrupt investigate investigation
invitation involved irrigate irrigation issued item

janitor jewel jobber journal junior

knee

lawyer liable library lining literary literature lovingly lying
maintain majority management manual meant medal mental
merchandise mere millionaire mining missed mistress moisture
mosquito

neighboring nephew ninth notified

obedient obligation occupy occur odor official operate operating
operation opinion orchestra ordinary organized

parade partner pear pears personality pleasant policy political
politics population possession possibly postscript poultry
practice prairie prefer premium prevail previous principal
profession profitable publish proposition prosperous publisher
purchased

qualities questions

raised realize realizing really receiving recognize reference
regardless registered regularly relations reliability relief
relieve religion remedy removal requirement resign resigned
respectfully responsible rinse

sacrifice safely salesman samples sandwich sanitary satisfactory
satisfy scatter scene scratched secretary senate senior series
serious services shipped sincere signature source spear speech
squeeze stationary stationery stomach stopped strawberries
stretch strictly studying submitted subscription substitute
suburb succeed suggest suggested superior surplus surrender

tact telegraph terrible territory theater type transit

umbrella unanimous unfortunate universal university urge usual
usually

valuable various vary vicinity village volunteer voyage

wherever whether wholesale worn worrying wrap

yield

No matter what grade you are in you will find these lists of words useful. Keep your writing evenly black even when the words in row after row begin with the same letter. You will want to know how to hyphenate these words and how to use most of them correctly in your speaking and writing.

EIGHTH-GRADE SPELLING LIST*

absolutely academy acceptance accommodate accompanying acquaintance
acquire actually administrator advertised advertisement advisable
aeroplane affectionately affidavit agricultural airplane aisle
algebra allege allotment amendment amusement analysis analyze
anniversary annually anticipate anticipating apparatus appearance
appreciate appreciated appreciating appreciation arrangement
artificial assign assigned assignment assistance assistant associate
associated assume athletic athletics attendance authority aviator
awfully

ballot banana baptize basis bass bathe believing benefit bonus
bouquet brakeman breathe bruise bulletin bureau burglar

calendar campaign candidacy candidate canvass capacity career
carnival catalogue celebration celery cemetery certificate changeable
characteristic chauffeur Chautauqua choir Christian civics client
clothe coarse colonel commission commissioner committee communication
community completely compliment confer confirm confirmation
congratulate congratulation consequence consequently conservatory
considerably constantly consultation continually continuously
convenience convenient co-operating co-operation co-operative cor-
dially corporation correspond correspondence correspondent council
courteous criminal criticism crochet crocheting customary

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decision definite definitely demonstrated demonstration dictionary
diploma directory disappear disappoint disappointed disappointment
discover discussion disease distribution doesn't

efficiency efficient electricity emergency employee emptied enormous
enthusiasm enthusiastic equipped ere especially essential esteemed
evergreen examiner excellent exceptional exceptionally excitement
exclusively execute executed executive exhaust exhausted exhibit
exhibition extension extreme

facilities familiar fender financial formula fundamental

geometry good-by graduating grateful grippe guarantee guaranteed
guardian

hastily height herald heretofore hyphen

illustrate immediate immediately immense independence independent
individual inducement inquiry insect installment interfere

jewelry judgment

kindergarten

label lead league legislation leisure librarian license lose losing

magazine materially maturity mechanical merely merit metal meter
molasses mortgage museum musician

naturally necessary necessity nickel niece ninety notary notify
numerous

occasion occasionally occurred opera opportunity opposite organization
organize original originally

particularly patron peculiar permanent personally physical physician
plane planned planning pneumonia politician possess possibility
practical practically practicing precious preliminary preparation
presence principle prior privilege probably professional professor
prosperity publication

quantities quantity

readily receipt received recipe recommend recommendation referred
referring registration regretting relieved remembrance remittance
renewal representative requirements resource response responsibility
restaurant revolutionary rheumatism

safety satisfactorily schedule science scientific screen seize
semester sense separate session shepherd similar sincerely skeleton
sleeve slipped soliciting solo specially specification statue
straighten straightened succeeded successful sufficient superintendent
supervisor surgery sympathy

talent tariff temperature tenor testimony thorough thoroughly timothy
traveler treasure

unnecessary unusual unusually

variety vegetable

welfare whether

Important as it is that all writing must be correct, something additional is needed to make your writing enjoyable to the reader. Check some of your assignments for these points. They are essential for effective composition.

MORE IMPORTANT POINTS IN GOOD WRITTEN WORK

1. Have I used a variety of sentences; not all the same length or form?
2. Have I built my composition around some central idea?
3. Have I kept to the point, avoided all unnecessary details and used no detours?
4. Are all the facts related in their proper order?
5. Is the composition free from overworked words and expressions? Are words chosen that have life and color?
6. Can the reader get my ideas easily and clearly, without confusion?
7. Is the whole work divided into good paragraphs, each with a central idea expressed in a topic sentence?
8. Does some feeling, or emotion, or picture stand out in addition to cold facts?
9. Have I chosen especially good opening and closing sentences?
10. Have I selected an appropriate and attractive title?

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This is a complete list of the one hundred Spelling Demons (see Index). The whole list could be practiced, or one or more lines could be repeated. Notice they are grouped — the first line having no o's or e's and the third line having no a's or e's.

SPELLING DEMONS

any half says grammar many always can't truly much buy just sugar
busy built said again straight writing laid making having which
too coming doctor color forty two don't know won't hour tonight
through though cough choose country could would there here they were
seems week been very every whether knew their since piece friend write
business believe beginning tired sure used guess minute blue separate
hear ache heard read dear tear easy ready early meant break Wednesday
answer wear February instead raise Tuesday done does shoes none once
lose often loose wrote some women whole enough trouble hoarse among

From time to time the spelling of some English word is changed. It usually takes years before a change in spelling a word is generally accepted by good writers. During those years one form is the **preferred** spelling of the word.

The words in the following list have two acceptable forms. In the first column is the form now generally **preferred**. The **preferred** form of some words is the newer. In some cases, however, the older form is still **preferred**. American and British usages sometimes differ.

| Preferred | Acceptable | American | British |
|------------------|-------------------|-----------------|----------------|
| bark | barque | center | centre |
| dike | dyke | check | cheque |
| disk | disc | equaled | equalled |
| draft | draught | favor | favour |
| enroll | enrol | humor | humour |
| enrollment | enrolment | inclose | enclose |
| labor | labour | inquire | enquire |
| mold | mould | jeweler | jeweller |
| moldy | mouldy | kidnaped | kidnapped |
| molt | moult | labeled | labelled |
| plow | plough | marvelous | marvellous |
| practise | practice | neighbor | neighbour |
| sack | sacque | quarreled | quarrelled |
| though | tho | shoveled | shovelled |
| thought | thot | theater | theatre |
| through | thru | traveler | traveller |

This list of words can be used as a typing exercise to distinguish pairs of words that are confusing because of similarity in pronunciation or spelling.

1. Type words in pairs, as :

addition

edition

advice

advise

2. Type the word, put a dash, and then write a short definition. Double space between every pair. Use several columns across the page.

command--order

band--music

bear--an animal

commend--praise

banned--refused

bare--not covered

3. Type the word, then put a dash and write a short sentence to illustrate the use of the word. Again separate the groups.

addition--My error was in the addition of the first column.

edition--We bought the first edition of the TIMES.

4. Use the words in sentences and underscore those you are defining. Sometimes one sentence could include both words.

My error was in the addition of the first column.

We bought the first edition of the TIMES.

It is quite hard to hear you unless the room is quiet.

WORDS OFTEN CONFUSED

| | | | |
|--------------|-------------|--------------|-------------------|
| addition | edition | emigrant | immigrant |
| advice | advise | empire | umpire |
| affect | effect | envelop | envelope |
| alley | ally | farther | further |
| angle | angel | formerly | formally |
| ascent | assent | half | have |
| bath | bathe | hoped | hopped |
| born | borne | impossible | impassable |
| breath | breathe | later | latter |
| caller | collar | lavatory | laboratory |
| carton | cartoon | loose | lose, loss |
| caught | cot | marry | merry |
| celery | salary | of | off |
| choose | chose | persecute | prosecute |
| cloths | clothes | perspective | prospective |
| command | commend | precede | proceed |
| consul | council | prophecy | prophecy |
| co-operation | corporation | quite | quiet |
| corps | corpse | respectfully | respectively |
| costume | custom | rout | route |
| dairy | diary | stationary | stationery |
| decease | disease | statute | statue |
| decent | descent | than | then |
| desert | dessert | though | through, thorough |
| device | devise | vary | very |
| eclipse | ellipse | wander | wonder |
| eligible | illegible | weather | whether |

This is a long list of words which you will want to learn to spell, pronounce, define, and use correctly. On page 266 are suggestions for drill.

HOMONYMS

| | | | |
|------------|-----------------|---------------|-----------------|
| 1. adds | adz | 41. braid | brayed |
| 2. air | heir, ere, e'er | 42. brake | break |
| 3. aisle | I'll, isle | 43. bread | bred |
| 4. ale | ail | 44. build | billed |
| 5. all | awl | 45. buoy | boy |
| 6. aloud | allowed | 46. burro | burrow, borough |
| 7. alter | altar | 47. but | butt |
| 8. arc | ark | 48. buy | by, bye |
| 9. ate | eight | 49. cant | can't |
| 10. aught | ought | 50. canvas | canvass |
| 11. ax | acts | 51. capitol | capital |
| 12. aye | eye, I | 52. carat | carrot |
| 13. bad | bade | 53. cash | cache |
| 14. bail | bale | 54. cast | caste |
| 15. bald | bawled | 55. cause | caws |
| 16. ball | bawl | 56. cedar | seeder |
| 17. band | banned | 57. cede | seed |
| 18. base | bass | 58. ceiling | sealing |
| 19. bate | bait | 59. cell | sell |
| 20. bay | bey | 60. cellar | seller |
| 21. be | bee | 61. cent | sent, scent |
| 22. beach | beech | 62. cents | sense |
| 23. bear | bare | 63. cereal | serial |
| 24. beat | beet | 64. chance | chants |
| 25. beau | bow | 65. cheep | cheap |
| 26. been | bin | 66. chews | choose |
| 27. beer | bier | 67. chilly | chili, Chile |
| 28. bell | belle | 68. choir | quire |
| 29. berg | burg, burgh | 69. choral | coral |
| 30. berth | birth | 70. chute | shoot |
| 31. bight | bite | 71. cite | site, sight |
| 32. block | bloc | 72. claws | clause |
| 33. blue | blew | 73. climb | clime |
| 34. board | bored | 74. close | clothes |
| 35. bolder | boulder | 75. coat | cote |
| 36. bole | bowl, boll | 76. Colonel | kernel |
| 37. border | boarder | 77. cord | cored |
| 38. bore | boar | 78. core | corps |
| 39. born | borne | 79. council | counsel |
| 40. bow | bough | 80. councilor | counselor |

| | | | |
|--------------|------------|-------------|-------------|
| 81. course | coarse | 131. halve | have |
| 82. creak | creek | 132. hangar | hanger |
| 83. cue | queue | 133. heal | heel |
| 84. current | currant | 134. hear | here |
| 85. dam | damn | 135. heard | herd |
| 86. Dane | deign | 136. heart | hart |
| 87. days | daze | 137. heed | he'd |
| 88. dear | deer | 138. hew | hue, Hugh |
| 89. dew | due | 139. hi | high |
| 90. die | dye | 140. hide | hied |
| 91. doe | dough | 141. higher | hire |
| 92. done | dun | 142. him | hymn |
| 93. dual | duel | 143. ho | hoe |
| 94. duct | ducked | 144. hoard | horde |
| 95. earn | urn | 145. hoarse | horse |
| 96. ewe | yew, you | 146. hold | holed |
| 97. fain | feign | 147. hole | whole |
| 98. faint | feint | 148. holy | wholly |
| 99. fair | fare | 149. hour | our |
| 100. fate | fete | 150. idle | idol, idyl |
| 101. faze | phase | 151. in | inn |
| 102. feat | feet | 152. its | it's |
| 103. find | fined | 153. jam | jamb |
| 104. fir | fur | 154. key | quay |
| 105. fissure | fisher | 155. knave | nave |
| 106. flair | flare | 156. knead | need |
| 107. flea | flee | 157. knew | new |
| 108. flecks | flex | 158. knight | night |
| 109. flew | flue | 159. knot | not |
| 110. flocks | phlox | 160. know | no |
| 111. flour | flower | 161. knows | nose |
| 112. flow | floe | 162. lacks | lax |
| 113. for | fore, four | 163. lain | lane |
| 114. fort | forte | 164. lea | lee |
| 115. forth | fourth | 165. lead | led |
| 116. foul | fowl | 166. leak | leek |
| 117. gage | gauge | 167. lean | lien |
| 118. gait | gate | 168. leased | least |
| 119. gamble | gambol | 169. leis | lays |
| 120. gild | guild | 170. lessen | lesson |
| 121. guilt | guilt | 171. liar | lyre |
| 122. gored | gourd | 172. lie | lye |
| 123. grays | graze | 173. links | lynx |
| 124. grease | Greece | 174. lo | low |
| 125. great | grate | 175. load | lode |
| 126. grip | grippe | 176. loan | lone |
| 127. groan | grown | 177. made | maid |
| 128. hail | hale | 178. mail | male |
| 129. hair | hare | 179. main | Maine, mane |
| 130. hall | haul | 180. maize | maze |

| | | | |
|----------------|---------------|--------------|---------------------|
| 181. mall | maul | 231. profit | prophet |
| 182. mask | masque | 232. racket | racquet |
| 183. mean | mien | 233. rain | reign, rein |
| 184. meat | meet | 234. raise | rays, raze |
| 185. medal | meddle | 235. raiser | razor |
| 186. mews | muse | 236. rap | wrap |
| 187. might | mite | 237. rapt | wrapped |
| 188. mince | mints | 238. read | red |
| 189. mind | mined | 239. read | reed |
| 190. minks | minx | 240. real | reel |
| 191. missed | mist | 241. receipt | reseat |
| 192. moat | mote | 242. reek | wreak |
| 193. mode | mowed | 243. rest | wrest |
| 194. morn | mourn | 244. right | rite, wright, write |
| 195. mown | moan | 245. rime | rhyme |
| 196. muscle | mussel | 246. ring | wring |
| 197. naval | navel | 247. ringer | wringer |
| 198. nay | neigh | 248. road | rode, rowed |
| 199. none | nun | 249. roam | Rome |
| 200. oar | o'er, ore | 250. roe | row |
| 201. ode | owed | 251. role | roll |
| 202. oh | owe | 252. root | route |
| 203. one | won | 253. rose | rows |
| 204. oversea | oversee | 254. rote | wrote |
| 205. packed | pact | 255. rough | ruff |
| 206. pail | pale | 256. rung | wrung |
| 207. pain | pane | 257. rye | wry |
| 208. pair | pare, pear | 258. sac | sack |
| 209. passed | past | 259. sail | sale |
| 210. pause | paws | 260. sane | seine |
| 211. peace | piece | 261. scene | seen |
| 212. peak | peek | 262. sea | see |
| 213. peal | peel | 263. seam | seem |
| 214. pearl | purl | 264. sear | seer |
| 215. peer | pier | 265. seas | sees, seize |
| 216. pend | penned | 266. serf | surf |
| 217. per | purr | 267. serge | surge |
| 218. phial | file | 268. sew | so, sow |
| 219. pi | pie | 269. sewn | sown |
| 220. plain | plane | 270. shear | sheer |
| 221. plait | plate | 271. shoe | shoo |
| 222. pleas | please | 272. shone | shown |
| 223. plum | plumb | 273. side | sighed |
| 224. pole | poll | 274. slay | sleigh |
| 225. pore | pour | 275. sleight | slight |
| 226. pray | prey | 276. slew | slough |
| 227. prays | preys, praise | 277. soar | sore |
| 228. pride | pried | 278. soared | sword |
| 229. pries | prize | 279. sole | soul |
| 230. principle | principal | 280. some | sum |

| | | | |
|---------------|----------------|-------------|-------------|
| 281. son | sun | 311. toad | toed, towed |
| 282. sonny | sunny | 312. toe | tow |
| 283. staid | stayed | 313. told | tolled |
| 284. stair | stare | 314. tract | tracked |
| 285. steak | stake | 315. tray | trey |
| 286. steal | steel | 316. troop | troupe |
| 287. steppes | steps | 317. turban | turbine |
| 288. stile | style | 318. vain | vane, vein |
| 289. straight | strait | 319. vale | veil |
| 290. suite | sweet | 320. vice | vise |
| 291. tacked | tact | 321. wade | weighed |
| 292. tacks | tax | 322. waist | waste |
| 293. tail | tale | 323. wait | weight |
| 294. taught | taut | 324. waive | wave |
| 295. tea | tee | 325. wale | wail |
| 296. team | teem | 326. war | wore |
| 297. tear | tare | 327. ward | warred |
| 298. tear | tier | 328. way | weigh |
| 299. tease | tees, teas | 329. we | wee |
| 300. tense | tents | 330. weak | week |
| 301. tern | turn | 331. weal | we'll |
| 302. tews | two's | 332. wear | ware |
| 303. the | thee | 333. weave | we've |
| 304. their | there, they're | 334. weed | we'd |
| 305. threw | through (thru) | 335. weir | we're |
| 306. throw | throe | 336. whose | who's |
| 307. thyme | time | 337. wood | would |
| 308. tide | tied | 338. yoke | yolk |
| 309. timber | timbre | 339. your | you're |
| 310. to | too, two | 340. yule | you'll |

One of the best ways to be certain of the meanings of words that are easily confused is to write them in sentences such as these. Select a few each day, and write them for the criticism of your teacher of English.

1. Tommie thinks a bright new adz or ax adds distinction to his tool chest. (adds, adz)
2. E'er sundown we would take our small heir for a ride in the summer air. (air, heir, e'er)
3. I'll take you to "The Wizard's Isle" tonight, for I have good seats right on the aisle. (I'll, aisle, isle)
4. All you need to do is to make a small hole with an awl. (all, awl)
5. Mother cut the cake into eight pieces and we ate every one of them. (ate, eight)
6. Before we could bail out the boat, the bale of canvas was soaking wet. (bail, bale)

7. The boy who plays first base on the team sings first bass in our quartet. (base, bass)
8. On a little sandy beach, we made a fire of beech logs. (beach, beech)
9. How can you bear to hold your bare hand so close to the candle? (bear, bare)
10. Have you ever been on a farm, and helped to fill the great oat-bin? (been, bin)
11. In spite of his royal birth, little Prince Hal had to sleep on a berth of straw. (birth, berth)
12. The wind blew down all the red and blue awnings. (blew, blue)
13. We are billed for the lumber which we will use to build our garage. (billed, build)
14. A sturdy boy can swim out to the buoy in three minutes. (boy, buoy)
15. We will canvass the city for canvas to erect tents and shelters. (canvass, canvas)
16. The food and other supplies in our cache cost us a great deal of cash. (cache, cash)
17. Many innocent half-caste persons were arrested and cast into prison. (caste, cast)
18. We cannot sell that battery, for it has one defective cell. (sell, cell)
19. A gaunt old seller of curios sat in front of the cellar steps. (seller, cellar)
20. For one cent they sent directions for extracting scent from flowers. (cent, scent, sent)
21. You can cite the example of Mount Vernon as a beautiful home-site within sight of a great river. (cite, site, sight)
22. After a steep climb we came to a spot that reminded us of Spain and its sunny clime. (climb, clime)
23. The core of the argument was whether the cadet corps should take part in the parade. (core, corps)
24. The council of warriors asked for the advice of the great counsel. (council, counsel)
25. Of course I know that coarse gravel does not make a good course for racing. (course, coarse)

26. The old bridge over the creek began to creak as we crossed.
(creak, creek)
27. Your cue to go on the stage is when the student says, "What became of your queue?" (cue, queue)
28. Heavy dew in the fall is a sign that cold, frosty mornings are due. (dew, due)
29. It would have done no harm to dun him for your pay. (done, dun)
30. Glen determined to earn enough money to buy that coffee urn for his mother. (earn, urn)
31. We had a faint suspicion that Joe's action was only a feint.
(faint, feint)
32. Is it fair to travel to the Fair on half fare when you are fifteen years old? (fare, fair)
33. It is an unusual feat to pole-vault twelve feet. (feat, feet)
34. Sparks flew from the top of the flue. (flew, flue)
35. Maxine protected her flower plot with old flour sacks. (flower, flour)
36. The smith made four new shoes, two for the fore and two for the hind feet. (four, for, fore)
37. At the fourth call, all the boys trooped forth. (fourth, forth)
38. 'Twas foul weather, not only for the hunter, but also for the fowl he hunted. (foul, fowl)
39. At the foot of a tall fir lay a beautiful fox fur. (fir, fur)
40. The horseman continued his easy gait until he came to the old gate where toll was taken. (gate, gait)
41. A great many things grate upon my patience. (great, grate)
42. An attack of grippe threatened to weaken his grip on affairs.
(grippe, grip)
43. Grown men sometimes grumble and groan about their work.
(grown, groan)
44. There was no guilt attached to the loss of the gilt frame.
(guilt, gilt)
45. A cheery hail from the camp told us that all were hale and well.
(hail, hale)
46. Is a Belgian hare covered with fur or with hair? (hare, hair)
47. The men managed to haul the piano across the hall to the stage.
(haul, hall)

48. A hanger for the fire hose was placed near the airplane hangar.
(hanger, hangar)
49. We have come to the place where we can halve the cost of travel
(have, halve)
50. Sometimes it is not easy to heal a severe blister on one's heel.
(heal, heel)
51. Have you heard the story of the last great herd of buffalo?
(herd, heard)
52. The minister asked him to lead in singing an old familiar hymn.
(hymn, him)
53. At a slightly higher cost one can hire a much faster car.
(higher, hire)
54. A whole family of squirrels lived in one small hole in a tree.
(whole, hole)
55. In a hoarse whisper, the captain said that the best horse had
wandered away. (hoarse, horse)
56. Our best chance to cross will be in just an hour. (our, hour)
57. Hugh will hew a notch to expose the yellowish hue in the wood.
(Hugh, hue, hew)
58. Mary knew that her new hat would be noticed. (knew, new)
59. It is not hard to learn to tie a square knot. (not, knot)
60. No one can ever know too many useful things. (no, know)
61. Everyone knows how useful to the dog is his keen nose.
(knows, nose)
62. For hours the dog had lain on the porch gazing down that lane.
(lain, lane)
63. The trail led around the mountain to an old lead mine.
(led, lead)
64. Let greasy tools lie in a solution of lye for a few minutes.
(lie, lye)
65. A short chain with very strong links kept the lynx near his cage.
(links, lynx)
66. A costume was made for the girl who played the part of the maid.
(made, maid)
67. Is it true that only male clerks are employed in railway mail
cars? (male, mail)
68. At the end of a maze of paths in the woods we found a patch of
maize. (maze, maize)
69. A little mite of a boy was tugging with all his might at a sled.
(mite, might)

70. O'er the silver ore dumped on the beach, stood a broken oar. (ore, oar, o'er)
71. The basketball trophy was won by one of the smaller schools. (won, one)
72. The regular pilot will oversee the landing of all oversea liners. (oversee, oversea)
73. In the pail was a mixture of pale-blue calcimine. (pail, pale)
74. It is not easy to pare a pear with a pair of scissors. (pare, pear, pair)
75. The broken pane caused us more annoyance than pain. (pane, pain)
76. After a pause of a minute, the lion stuck his big paws through the bars. (pause, paws)
77. May I peek through the telescope at the clouds and the mountain peak? (peek, peak)
78. The greatest piece of news was that peace had come. (piece, peace)
79. A peal of laughter broke out as he stepped on a banana peel. (peal, peel)
80. It is plain to see that this board was finished with a plane. (plain, plane)
81. Plum trees need not be set with the aid of a plumb line. (plum, plumb)
82. The result of the poll was announced by a poster hung on a small pole. (poll, pole)
83. We all pray that wolves will not prey upon our sheep. (pray, prey)
84. Our principal insisted that the principal thing is to hold fast to a sound principle of business. (principal, principle)
85. The reign of King Winter gave free rein to the winds that brought rain and snow and hail. (reign, rain, rein)
86. As we began to wrap our gifts, there came a sharp rap at the door. (wrap, rap)
87. We would raise the shades at the first rays of the sun and watch the men raze the old barn. (raise, rays, raise)
88. Large numerals in red paint could be read on the water tower. (red, read)
89. Did you ever read that paper was once made from a swamp reed? (read, reed)
90. A real fisherman does not need an expensive rod and reel. (reel, real)

91. Do not rest until you wrest the lead from your opponents.
(rest, wrest)
92. One should not wring out clothes while wearing a valuable ring.
(ring, wring)
93. We rode in silence along the old river road. (road, rode)
94. The role of Brother Tom calls for a boy who can roll a hoop.
(role, roll)
95. Every variety of rose could be found among the long rows of flowers. (rose, rows)
96. A length of coarse rough cloth made a warm ruff for his neck.
(rough, ruff)
97. For sale, forty-inch model yacht, equipped for sail or steam.
(sale, sail)
98. Any sane person would know that fish cannot be caught with so narrow a seine. (sane, seine)
99. Russians are supposed to hunt and slay wolves from a Russian sleigh. (slay, sleigh)
100. So the farmers sow their seed, and so the farmers' wives clean and bake and sew. (so, sow, sew)

SCHOOL PAPER

A newspaper "masthead" is the section that gives the names of the editors, reporters, and regular contributors to the paper. It usually includes information about time and place of publication and sometimes the price for which it is sold.

There are various ways of arranging a masthead. This is a good way. Copy this one neatly, and then type that used on your own paper or in school papers you read.

Two-column school papers should have 33 or 34 strokes in each column. The right-hand margin of each column must be straighter than on any other writing. Abbreviating can be done more freely in certain special articles like the *Almanac*, if the meaning is perfectly clear. Never hyphenate words of one syllable. Arrange copy by departments.

Many typists fold or cut the paper down the middle to make long strips. It is a good plan to draw vertical pencil lines, since a 33-stroke line ends so quickly. Indent only 3 spaces for paragraphs. The "dummy" can be assembled quickly by cutting and pasting if half-width paper is used. Consult the dictionary when hyphenating.

THE GRAY PILOT

The Gray Pilot is published seven times a year by the Newspaper Club of Robert Gray Intermediate School, Dayton, Ohio. It is sponsored by Miss Lindsay and Miss Petry.

Editor-----Dorothy Bolsinger
Society Editor-----Ruby Long
Literary Editors---Margaret Larsen
 Amber Davenport
News Reporters-----Ida Mertens
 Helene Linton
 Louis Devereaux
Club Reporters-----Cyril Hanson
 Lucille Rudd
Sports---Leva Atkins, Bruce Tyler
 Ruth Panks
Art--Elsie Nelson, Frances Cushman
 Irene Kuhne
Business Manager----Martha Sandlin
Pantry News--Miss Redway's classes
Personals-----Evelyn Engman
Joke Editors-----Eugene Tomasie
 Paul Bellus
Typing, Stenciling, and Mimeo-
 graphing--
 Daisy McKechnie, Ida Mertens,
 Lucille Rudd, Dorothy Bolsinger,
 Ruby Long, and Irene Kuhne.

EDITORIALS

Exchanges

It would be fine if all the boys and girls in our school could see the number of exchange papers sent out each week by the GRAY PILOT and the sometimes exciting papers that come to us from other schools. Michigan, California, Oregon, Hawaii, Pennsylvania, New Zealand--these are just a few of the places from which exchange papers come regularly, in addition to the publications of the other schools in our city and state.

What a crowd of boys and girls there would be if all these staffs could hold a picnic together! And what a lot they could tell each other! The exchange system is a substitute, in a way, for such a picnic. All that it lacks is a crowd of faces, chattering voices, and a picnic lunch.

This is only one of the interesting things that go with the publication of a school paper. School spirit, school loyalty, and information about one's school are all valuable. Interschool friendships are just as valuable.

TRAFFIC SLIPS

We all know what they are, the little pink, white, or blue papers that careless motorists find tucked under the windshield wiper, when cars have been parked too long, or in the wrong place. We have seen a great many traffic slips of slightly different type during the last few days. They are all headed SPECIAL SCHOOL REPORT, and are decorated with P's and X's in various numbers and arrangements. The slips are reminders that someone has been parking in the wrong place, or parking too long in the same place, or obstructing traffic by going too slow. This kind is never given for excessive speed.

Now is the best time to see that these conditions are remedied. If all goes well, and traffic rules are observed, the slip will be destroyed. If things do not improve, nothing can be done except to make the record permanent. We have four more weeks in which to persuade our traffic officers that we can be trusted to drive carefully, faithfully, with reasonable speed, and never to waste time in useless parking.

We can make this first quarter a record breaker in grades, if we determine to do it. Wouldn't it be splendid if we could destroy all these parking slips?

Our friend, the absent-minded professor, jumped out of bed in the middle of the night, ran to the stairs and shouted: "Who's down there in the kitchen?"

"Nobody," said the burglar.

"Well, that's funny," said the professor, "I could have sworn I heard a noise."

VERSE WRITERS' CLUB

The newly elected officers were in charge, and all the members took part in a successful and very enjoyable program at the regular meeting of the Verse Writers' Club on November 19 in Room 105.

Club officers are: President, Russell Anderson; Vice-President, Marvin Shaw; Secretary, Beverly Laursen; Reporter, Pearle Pickard.

Each member responded to roll call by reading verses of his own, or a poem by his favorite author. The program: "The Gallant Prince" (original), Doris Caddy; "Where Go the Boats?" by Robert Louis Stevenson, Vivian Clemensen; "The House with Nobody in It" by Joyce Kilmer, Barbara Coen; "Autumn" (original), Abe Coleman; "The 33rd Degree," Jacqueline Fournier; "Turkey and Trimming" (original), Beverly Laursen; "Autumn" (original), Pearle Pickard; "My Thanksgiving" (original), Catherine Prentice; "The Return" by Lawrence Neff, Marvin Shaw.

Through the kind interest of Mrs. Watson, club members were told about Verse Craft, national poetry magazine, and urged to submit original poetry to the magazine's special department for young writers, Junior Verse Craft.

Pearle Pickard, Reporter

Mother: "What are you reading about, Tommy?"

Tommy: "I don't know."

Mother: "Well, you were reading aloud."

Tommy: "Yes, but I wasn't listening."

ALMANAC

Mon., Dec. 10. Miss Stiles and Mr. Morgan enjoy heavy colds. P. Goldfarb mobbed in Cafeteria by girls wanting him to sign the 9B Play Program. Bill Stewart is seen belaboring Cafeteria toast with a dull knife and weak arm. School Broadcast, KMO, 7:15 to 7:30.

Tues., Dec. 11. Roll Room Committee of Council meet in 102, at 3:30. Anna Jonczyk performs accidental gymnastics in Study Hall.

Wed., Dec. 12. 9B's meet in Girls' Hall at 9:00 to hear Mr. Mann discuss programs for next semester. Miss James is much admired, wearing a red paper bow and wee fir sprigs in her coiffure. Girls follow the fashion. Artificial snowstorm in 201. Big surprise for Girl Scouts in 107 after school.

Fri., Dec. 14. 8B's meet in Girls' Hall at 9:00 to hear Mr. Mann discuss programs. 9B election sheets are due. 9B's must hand in Award Sheets for next week's Assembly. Christmas Cantata practice in Auditorium, 6th Period.

Mon., Dec. 17. Comet meeting, 101, after school. Girl Scouts meet in 217. Girl Reserves bring five-cent gifts.

Tues., Dec. 18. Mechanics Club announces an Airplane Model Flying Contest. Heart Examination in Girls' Gym for all staying for afterschool sports. Special Reports (Flunk Cards!) given to the unfortunate. Our principal finds his Cafeteria tray too heavy. Everybody asks, "Are you going to put that in the PILOT?"

HONOR ROLL

Our principal, Mr. C. M. Austin, announced today that fifty-five pupils had maintained a "B" average in all subjects for this semester. The names follow:

9A--Donald Blood, Maxine Hettrick, Junior Rediske, Bob Torve, Carol Webb.

9B--Marie Adrens, Peggy Bentley, Norma Chalk, Leslie Clark, Etheljane Cohoon, Carol Dwinell, Patricia Hansen, Charlice Olsen, Rachel Post, Howard Rice, Phyllis Soles, Erma Wilson.

8A--Bonnie Busch, Byron Davis, Margaret Gaffney, Charles Hora, Florence Kirk, Laura Peterson, Alfred Stacey.

8B--Betty Barwell, Hazel Cleary, Carroll Clifton, Montana Crossett, Connie Hallen, Charlotte Kane, Ann Kannouff, Lois Larson, Russell Nelson, Frank Purse, Ruthmarie Rodenberger, Jean Rohmer, Lois Schliter, Jean Wheeler.

7A--Jewel Axlen, Wayne Christiansen, Inez Engvall, Eloise Gherra, Virginia Greening, Leroy Hale, Joy Holmquist, Betty Jean Lindquist, Louise Pate, Mary Lou Sines, Harold Torve, Alice Webb.

7B--Velma Mathieson, Irene Rush, Violet Swensrud, Phyllis Watts, and Betty Lou Yenne.

One of the so-called amateur comedians of our room made a "crack" in history one day. Miss Dalton said that when Washington was inaugurated the second time, the capital was moved from New York to Washington. With a sarcastic chuckle Donald Lindeman said, "Gee, they must have had a big truck!"

BASKETBALL NEWS

In the first game of the new season, Gray took both ends of a double-header with Jason Lee on the Lee Court, the first team winning 11 to 6, and the midgets 22 to 9. Gray displayed a tight defense in the first-team game, which the Jason Lee five was unable to penetrate. The Gray team played defensive ball most of the time, scoring their points as a result of intercepted passes. Carl Opolsky was high-point man with 4 points.

The midget game was almost a repetition of the first-team game, with Gray showing a very strong defense. The Gray midgets played better on offense than did the first team. Jason Lee was held 3 points the first half, while our midgets scored 15. Harper Monroe was high scorer, with 11 points.

In the double-header with McCarver at Gray, our first team lost by a score of 17 to 10, while the midgets, winning 14 to 11, took another step toward an unbeaten season. The passes of the first team were wild and the offense did not click at all. They held the McCarver team to 6 points in the first half but let them score 11 points the second half. Dick Usher scored 6 points to lead the scorers.

The midgets showed up as a real title contender in their game. Their defense was very good while their tip-off play netted them quite a few points. Henderson, Goranson, and Bennatts scored 4 points each to divide scoring honors.

Our education is a lot older than people are led to believe. Why, even our ancestors were educated in the higher branches.

OUR GRADUATING CLASS

Adams, Virgil--Reading and Airplane Clubs; 9A Program; Roll Room Teams, '34; Lunchroom, '34.
 Baggs, Charles--Reading Club; 9A Program; Roll Room Football, '34.
 Bellus, Paul--2nd Team Wrestling, 7B; Tap Dancing, Dramatic, Current Event, and Newspaper Clubs; 9A Program; G. S. C., 9A.
 Bolsinger, Dorothy--Honor Roll, 7B; Music Festival, 7B; Dramatic and Newspaper Clubs, Editor, 9A; Operetta, 8B; G. S. C., 8A, Captain, 9A; 9A Play; Baseball Team, 7B, 8B.
 Brickley, Hazel--Baseball, '32, '33, '34; Soccer, '32, '33, '34; Captainball, '32; Volleyball, '32, '33, '34; Basketball, '33, '34; Gym Letter, '32; Star, '33; Operetta, '33; Track, '32, '33, '34; Dramatic and Newspaper Clubs; Glee Club, '32, '34; 9A Program; Basketball, '33, '34; May Festival, '32.
 Bunker, Dorothy--Dramatic and Newspaper Clubs; Operetta, '32, '33; May Festival, '32; Basket Room, 9A; Baseball, '32, '33, '34; Volleyball, '33, '34; Squad Leader, '32; 9A Program; 9A Assembly.
 Casaday, Elmer--First Aid, Reading, Dramatic, and Newspaper Clubs; Roll Room Baseball, Box Lacrosse, Football, Captain in 3rd, Basketball; 9A Play.
 Cliff, Alice--May Festival, '32; Sewing, Travel, Debate, First Aid, Newspaper, and Woodwork Clubs; G. S. C., '34; Lunchroom, '34; Honor Roll, '34; 9A Play; Assembly, '33.

(This class list to be continued in next issue.)

SCHOOL ACTIVITIES

Schools and clubs, as well as individuals, have personalities. These are expressed often in the form of *School Creeds*. Of course a school creed is of value only as each student tries earnestly to live up to it. If your school or club has a creed, make some attractive copies for distribution.

SCHOOL CREED

I believe, as a junior high school student, that I have certain duties, privileges, and obligations:

First, To emulate in principle and practice the high standards of courage, industry, and love of fellow men and country that are characteristic of American manhood and womanhood.

Second, To strive at all times, by co-operation with my fellow students and by my own example, to make my school worthy of its ideals.

In striving to reach these ideals, I will endeavor:

To be courteous to everyone with whom I come in contact.

To be loyal to all the best interests of my school.

To be prompt and gracious in compliance with the rules of the school.

To take part in some school activity, doing my share actively and earnestly.

To study faithfully that I may be prepared when my opportunity comes.

To be helpful and kind to all my associates, helping them as I expect them to co-operate with me.

To be honest, truthful, and reliable in everything I undertake.

To be clean in mind and body.

To be thrifty with my time, with my mental and physical energy, and with my belongings.

To feel free to submit to the proper authorities any ideas or suggestions that may improve my school.

CREED OF THE GIRLS' CLUB

This Creed of the Girls' Club is recited at the opening of every meeting.

As a member of the Girls' Club of Washington Junior High School, I will make it my aim:

To improve my mind that I may learn and enjoy the world's accumulation of knowledge.

To learn and to practice the things that will make my body strong and healthy.

To try to understand myself that I may learn to control my thoughts and words and actions.

To be understanding, kindly, and helpful in my association with others.

To strive to realize my highest ideals in my own life and to help others to realize theirs.

In this way only can I make my own life worth while to others, and do my part to make Washington Junior High School a finer school.

AS A GIRL RESERVE

I will try to be

G--racious in manner

I--mpartial in judgment

R--eady for service

L--oyal to friends

R--eaching toward the best

E--arrest in purpose

S--eeing the beautiful

E--ager for knowledge

R--everent toward God

V--ictorious over self

E--ver dependable

S--incere at all times

Every junior high school student should know how to conduct a business meeting. You may someday be called upon to preside over a meeting, or may even be elected as head of a lodge or club. Your success will depend very much upon how efficiently and courteously you can conduct a meeting. The very best practice comes from the experiences you may have in conducting meetings of clubs and other school organizations.

Here are some of the points to remember if you are ever called upon to preside over such a meeting.

A BUSINESS MEETING

1. No member should speak to the meeting until he has permission from the chairman.
2. Before it is discussed, every proposal should be stated clearly by one of the members in the form of a motion, and seconded by at least one other member.
3. No other question should be discussed while the motion is before the meeting, except other motions to change or amend the main question. Even these must be considered one at a time.
4. No person should be permitted to speak more than once on any motion until all other members who wish have spoken.
5. Voting is usually done by voice; that is, the chairman says, "All in favor say Aye. All opposed say No." If the chairman is in doubt, he should call for a show of hands, so that he can make an accurate decision.

In many schools students have a real part in the control and direction of student activities. The form of student government is generally described in a *Constitution*. Insert the name of your school, if you wish. Notice carefully how to set up and type this Constitution.

CONSTITUTION OF THE STUDENT BODY

PREAMBLE

The students of Lincoln Junior High School, in order to promote the general welfare, to encourage and unify the many student activities, and to sanction any modification in Student Body organization made desirable by changing conditions since the founding of the school, do hereby establish and approve of this revised Constitution of the Student Body.

ARTICLE I.-- STUDENT BODY ACTIVITIES

Section 1. The term "Student Body" as applied to organization and activities shall be used to distinguish the organization and activities of the entire school from those of roll rooms, clubs, and other student groups. All such groups engaged in worth-while activities are invited to join with the school organization in a manner satisfactory to them and the Student Body.

Section 2. General Student Body activities shall include assemblies, student awards, Junior Red Cross, special programs, Thanksgiving and Christmas celebrations, and any other activities that may be assumed by the Legislative Council; provided, that such activities are satisfactory to the Council, to the Principal, and to the Faculty of the school. The Student Body shall give encouragement and aid to any other activities, such as Athletics; Student Patrol; Auditorium Service; Cafeteria Service; School Paper; Music and Dramatics; Club, Class, and Roll Room Activities; provided, that such activities are in the same manner satisfactory to all concerned.

ARTICLE II.--LEGISLATIVE COUNCIL

Section 1. The general legislative power of the Student Body shall be vested in a Legislative Council, to be composed of one representative chosen by each roll room, together with the members of the Executive Council. Each member shall serve until a successor has been chosen, preferably at the time of the semester elections; and at the time of said elections, the president and secretary of each roll room shall inform the Student Body secretary as to the representative chosen from said roll room.

Section 2. The Legislative Council shall meet upon call of the Student Body Executive Committee, or upon petition of one third of the Representatives, to consider such questions as may be referred to it, or that Representatives may present. The Legislative Council shall direct the general policy of the Student Body, and shall approve any activity to be undertaken or encouraged by the Student Body. It may invite the attendance of individual students or delegates from other groups when such attendance is considered advantageous to all concerned.

Section 3. The elected officers of the Student Body shall serve in their separate capacities as officers of the Legislative Council.

ARTICLE III.--EXECUTIVE COUNCIL

Section 1. The Student Body Executive Council shall be composed of the Student Body elected officers, the adviser, and ten other members, who have the highest rankings on the Student Award scale.

Section 2. The Executive Council shall meet upon call of the Executive Committee to assist in conducting and supervising Student Body activities, and encouraging others; to organize active committees for such work; and to discuss such matters as should be presented before the Legislative Council.

Section 3. The Executive Council shall authorize temporary appointments to fill vacancies among its members, including elected officers, and such appointments may become permanent by sanction of the Legislative Council.

Section 4. The elected officers of the Student Body shall serve in their separate capacities as officers of the Executive Council.

Section 5. The Executive Council shall appoint a committee to supervise elections.

ARTICLE IV.--EXECUTIVE COMMITTEE

Section 1. The Student Body Executive Committee shall be composed of the president, the secretary, and the faculty adviser.

Section 2. The Executive Committee shall issue calls for meetings of the Executive and Legislative Councils; shall make emergency decisions subject to later consideration by these Councils; shall assist and direct their committees; and shall have general supervision of, and responsibility for, all such Student Body matters as demand immediate settlement.

ARTICLE V.--ELECTED OFFICERS

Section 1. There shall be elected by the Student Body at the end of each semester, four elected officers: a president; a vice-president, who shall have received the second-highest vote for president; a secretary; and an assistant secretary, who shall have received the second-highest vote for secretary. These are to serve the following semester.

Section 2. The Legislative Council shall determine eligibility and election rules for the guidance of the Executive Committee and may assign additional duties to the elected officers.

ARTICLE VI.--AMENDMENTS

Section 1. Amendments to this Student Body Constitution may be proposed by the Legislative Council and referred at its discretion either to roll rooms or to a general student vote. To become effective the proposed amendment must be passed by a majority of the number of roll rooms, or by a majority of the student votes cast. The amendment shall take effect a week after its passage.

PROBLEMS IN ARRANGEMENT

Typed statements are very neat and legible. Keeping personal, or club, or Student Body accounts in typed form in a loose-leaf notebook is a good plan.

CENTRAL JUNIOR HIGH SCHOOL

Saginaw, Michigan

RECEIPTS

November, 19*

| | | |
|------------------------------------|---------------|----------|
| 1 Balance on hand | \$ 94.26 | |
| 19 Student tickets sales | 131.00 | |
| 23 Subscriptions | <u>112.55</u> | |
| Total receipts | | \$337.81 |

DISBURSEMENTS

November, 19*

| | | |
|---|--------------|--------------|
| 1 Board of Education, janitor's fee . | \$ 1.00 | |
| 2 Chas. Frueh & Sons, flowers | 1.03 | |
| 13 Wilkes Costuming Company | 50.00 | |
| 13 American Book Co., one book | 4.24 | |
| 15 Board of Education, janitor's fee . | 1.00 | |
| 23 Walter H. Baker Co., ten copies of "The Spanish Onion" | 7.70 | |
| 23 Junior Red Cross Home Room memberships | 10.22 | |
| 26 The Penn Publishing Co., eleven copies "The Passing of Mr. Peal". . | 2.76 | |
| 27 Eldridge Entertainment House, 9 copies "Georgie Plays His Hand" . . | 3.15 | |
| 27 The Macmillan Company, one book . . | 2.01 | |
| 30 Coffman's orchestra, tea dance . . . | <u>12.00</u> | |
| Total disbursements | | <u>95.11</u> |

| | |
|----------------------------------|------------------------|
| Balance on hand, December 1, 19* | <u><u>\$242.70</u></u> |
|----------------------------------|------------------------|

* Use current-year date.

All organizations keep a written record of the business transacted at each meeting. These records are called the "Minutes of the Meeting." Typed records are much neater and more permanent. A good secretary of an organization not only keeps complete records in an attractive form, but also pays attention to good sentences, correct paragraphing, and correct spelling.

MINUTES OF STUDENT COUNCIL MEETING

The meeting was called to order at 10:45 A. M. by the President, Jack Meyring. The roll of members was called by Erma Wilson, and absentees were checked. The minutes of the last meeting were read by the Secretary and approved.

All committee chairmen reported to the legislative council the activities of their committees.

It was explained to all council members that a fee of one cent a minute would be charged any member late to a special council meeting, with a limit of ten cents. This fund will be kept towards a council party at the end of the semester.

John Hunt, Erma Wilson, and Byron Davis were appointed as a committee to consult with the Principal about the school dances.

A new seating arrangement for assemblies was suggested. It was proposed to seat the 9th grade in the center section and the 8th and 7th grades on the outside sections, requiring the two latter groups to alternate in sitting and standing during assembly.

The phonograph record drive was also mentioned and it was decided to revive it.

The legislative council was asked to obtain from roll rooms a vote as to whether they would like to eat lunches outside the building.

The meeting was adjourned at 11:10.

Byron Davis, Secretary

SPECIAL BULLETIN FOR GIRLS' CLUB MEMBERS

Dear Girls:

Our second cozie, which we have planned especially for new girls, will be held in Room 331 today. Mrs. Charles Pascoe will speak. The Council hopes that the discussion will be well attended. Come prepared to ask questions concerning your own problems.

These cozies are especially for you, as we want to help you in answering your questions. Remember, all girls are invited. Here is a bit of friendly advice--if you want a good seat, or we should say, any seat at all, you had better arrive at Room 331 immediately after the 3:00 o'clock bell.

Before closing this letter we would like to remind you girls to please drop any suggestions which you may have for improving the Girls' Club in the Suggestion Box, which is placed near the bulletin board in the girls' locker room.

Sincerely,

GIRLS' CLUB COUNCIL

ANNOUNCEMENT

ASSOCIATED STUDENTS OF EDISON JUNIOR HIGH SCHOOL

Trenton, New Jersey

The Associated Students have approved the following recommendations of the Assembly Improvement Committee, and have directed that a copy be sent to each Home Room for discussion before changes are put into effect.

1. Pupils will be seated as nearly as possible in Home Room groups.
2. Pass briskly to the seats designated by the ushers. Do not run or crowd.
3. Books and magazines have no place in our assemblies. It is not courteous to the speaker nor to your fellow students.
4. Every member in the program is entitled to quiet and courteous attention from everyone.
5. American audiences show their approval or pleasure by hand clapping. Whistling and stamping are never in style.
6. Our good name depends to a large degree upon the good opinion of visitors to our school. Let us give them only pleasant memories of their visit with us.

It is often desirable to prepare ballots in advance for an election. This is one form that can be easily set up and typed for election of roll room or other officers.

BOYS' CLUB ELECTION

ROOSEVELT HIGH SCHOOL

(Today's Date)

PRESIDENT

Ford Wiley _____

Bob Miller _____

Bob Wilson _____

TREASURER

Jim Schuler _____

Fritz Glenwinkle _____

Harry Hollburg _____

CORRESPONDING SECRETARY

Lloyd Forbes _____

Ed Watts _____

VICE-PRESIDENT

Melvin Bolsinger _____

Harley Miller _____

RECORDING SECRETARY

Horace Dunbar _____

Joe Mitchell _____

Mark an X in the space opposite the name of the candidate for whom you wish to vote. Be sure you vote for only one person for each office.

Fold your ballot twice, and hand it to the judges in Room 101.

Here is a Table on which you can use your own judgment as to title, column headings, left margin, and location of tabular stops for the two columns. The money was taken in for the Red Cross Fund.

| | | |
|----------------|----|--------|
| Miss Browne | 7B | \$6.00 |
| Miss Neff | 7B | 4.95 |
| Mr. Wiltbank | 7B | 2.11 |
| Miss Petry | 7B | 4.50 |
| Miss Redway | 7A | 2.30 |
| Miss Garnett | 7A | 2.80 |
| Miss Hackett | 8B | 5.12 |
| Miss Lindsay | 8B | 4.51 |
| Miss Bernard | 8B | 4.43 |
| Mrs. Wisdom | 8A | 5.25 |
| Mrs. Allen | 9B | 8.30 |
| Mr. Tatum | 9B | .50 |
| Miss Bergersen | 9B | 2.56 |
| Mrs. Pugsley | 9A | 3.45 |
| Mr. Elliott | 9A | 3.01 |

Put this list of books into two columns. Would your own personal list be different?

FAVORITE BOOKS

In a study made in a great many schools the pupils were asked to check the books they liked best. The ten most popular among the pupils were as follows:

Treasure Island

Tom Sawyer

The Merry Adventures of Robin Hood

The Three Musketeers

Heidi

Little Women

Lorna Doone

A Tale of Two Cities

Ivanhoe

Huckleberry Finn

This is a program for passing and class bells for a junior high school. Some schools are so large that five minutes, instead of three, are allowed for passing of classes.

This program provides for three lunch periods, the fourth class period being divided into three parts. Would you like such an arrangement?

CLOCK PROGRAM

8:15 Admit Pupils to Building
8:27 Assembly Bell--Locker Period ends
8:30 Tardy Bell
8:40 Passing Bell

8:43 First Period Begins
9:10 Half-Period Bell

9:13 First Period (B) Begins
9:40 Passing Bell

9:43 Second Period Begins
10:10 Half-Period Bell

10:13 Second Period (B) Begins
10:40 Passing Bell

10:43 Third Period Begins
11:10 Half-Period Bell

11:13 Third Period (B) Begins
11:40 Passing Bell--First Lunch Period Begins

11:43 Fourth Period Begins
12:10 Passing Bell--Second Lunch Begins

12:13 Fourth Period (B) Begins
12:40 Passing Bell--Third Lunch Begins

12:43 Fourth Period (C) Begins
1:10 Passing Bell

1:13 Fifth Period Begins
1:40 Half-Period Bell

1:43 Fifth Period (B) Begins
2:10 Passing Bell

2:13 Sixth Period Begins
2:40 Half-Period Bell

2:43 Sixth Period (B) Begins
3:10 Sixth Period Ends--Locker Period Begins

3:20 Locker Period Ends
3:40 Teachers' Bell

What headings will you choose for the four columns? Remember that a table looks more finished with the narrow double lines top and bottom. There will be no commas or semicolons in your table, of course. If, in any of your reports you should have more than one table, number them with Roman numerals two lines above the title (TABLE IV, for instance). The first words in the third column begin with capital letters.

MARCH BIRTHDAYS OF FAMOUS PEOPLE

March 1, William D. Howells, author, 1837; March 2, Pope Leo XIII, 1810; March 3, Alexander Graham Bell, telephone, 1847; March 4, Knute Rockne, coach, 1888; March 5, Howard Pyle, artist, 1853; March 6, Ring Lardner, humorist, 1885; March 7, Benjamin A. Williams, author, 1889; March 8, Oliver Wendell Holmes, 1841; March 9, Isaac Hull, American Navy, 1775; March 10, Dudley Buck, organist, 1839.

March 11, A. P. Gorman, statesman, 1839; March 12, Stewart Edward White, author, 1837; March 13, Joseph II, Austria-Hungary, 1741; March 14, Thomas Marshall, Vice-President, 1854; March 15, Andrew Jackson, President, 1767; March 16, James Madison, President, 1751; March 17, Chief Justice Taney, 1777; March 18, Grover Cleveland, President, 1851; March 19, William Jennings Bryan, statesman, 1860; March 20, Charles W. Eliot, educator, 1834.

March 21, Florenz Ziegfeld, theatrical producer, 1869; March 22, Van Dyke, painter, 1549; March 23, J. C. Leyendecker, artist, 1874; March 24, Andrew Mellon, statesman, 1855; March 25, G. Borglum, sculptor, 1867; March 26, W. T. Smedley, painter, 1858; March 27, Ruth Hanna McCormick, 1880; March 28, Aristide Briand, French statesman, 1885; March 29, John Tyler, President, 1790; March 30, John B. Stanchfield, statesman, 1885; March 31, Pope Pius XI, 1857.

ACTIVITY RECORD

| | | | |
|------------------------------------|------------------------------------|---|------------------|
| Name of School _____ | City, State _____ | | |
| Your Name _____ | Class of : _____ | | |
| Address _____ | Place of Birth : | Date of Birth : | |
| Entered (Date) _____ | From _____ | | |
| 7B R. R. _____ R. R. ACTIVITIES | ATHLETICS SCHOLARSHIP AWARDS | CLUB ACTIVITIES Certified by _____ | OTHER ACTIVITIES |
| 7A R. R. _____ R. R. ACTIVITIES | ATHLETICS SCHOLARSHIP AWARDS | CLUB ACTIVITIES Certified by _____ | OTHER ACTIVITIES |
| 8B R. R. _____ R. R. ACTIVITIES | ATHLETICS SCHOLARSHIP AWARDS | CLUB ACTIVITIES Certified by _____ | OTHER ACTIVITIES |
| 8A R. R. _____ R. R. ACTIVITIES | ATHLETICS SCHOLARSHIP AWARDS | CLUB ACTIVITIES Certified by _____ | OTHER ACTIVITIES |
| 9B R. R. _____ R. R. ACTIVITIES | ATHLETICS SCHOLARSHIP AWARDS | CLUB ACTIVITIES Certified by _____ | OTHER ACTIVITIES |
| 9A R. R. _____ R. R. ACTIVITIES | ATHLETICS SCHOLARSHIP AWARDS | CLUB ACTIVITIES Certified by _____ | OTHER ACTIVITIES |

GRADUATED (or left), Date : _____
FUTURE PLANS: _____

WENT TO: _____

A Time Schedule like the one shown here helps to fix the habit of planning your work without wasting time, especially when assignments are made a week in advance.

You will find it much easier to study if you divide your time into sections of about 15 minutes each, with a definite bit of work to do. Checking yourself at the end of each quarter hour helps you to keep your progress steady. It is easier, also, to plan for 15 minutes than for an hour.

TIME REPORT

7B Health Problems
Subject: PLAY SAFE

Your Name
Date

| 10:00-10:15 | 10:15-10:30 | 10:30-10:45 | 10:45-11:00 | Extra Time |
|--|---|--|---|--|
| <u>Monday</u> | | | | |
| Mr. Wynne discussed "Safety in Play." | Made outline for my Time Report for this week. | Reading references discussed by class. | Read in EVERYDAY PROBLEMS IN HEALTH. | Asked Dad and Mother for suggestions for Home Reading. |
| <u>Tuesday</u> | | | | |
| Continued reading and began notes. | Began to make outline for Oral Report. | Continued outline. Began to read WE DRIVERS. | Finished reading EVERYDAY PROBLEMS. | Listened to radio talk on "Prevention of Accidents," by Chief of Police. |
| <u>Wednesday</u> | | | | |
| Reported to class on radio talk. | Reports from other members of class on extra work. | Spent this time in work-room typing notes for my oral report, and began my outline for written report. | | Took home Hygeia and Safety Education. |
| <u>Thursday</u> | | | | |
| This whole hour was taken up by a visit from Mr. H. C. Snider, State Highway Patrolman. He talked about "How and Where to Play Safely." Lots of questions about traffic and what to do in case of accidents. We took home copies of "Courtesy on the Highway." | | | | Spent half an hour in work-room typing my report. |
| <u>Friday</u> | | | | |
| Finished typing my report. | Oral reports and discussion by all members of class on whole week's work. | Mr. Wynne selected my report to read. | Took my report home to show Dad and Mother. | |
| <u>Week End</u> | | | | |
| Went riding with Dad and Mother, and noticed all drivers who were especially courteous. Watched for children who were playing carelessly. Spent half an hour getting newspaper clippings to add to my report. | | | | |

EVERYDAY PROBLEMS IN HEALTH, pp. 17-40.

| | | |
|------------|--|----------------------------------|
| References | We Drivers Hygeia Lecture of State Patrolman, H. C. Snider | Safety Education Daily papers |
|------------|--|----------------------------------|

Sometimes it takes several rough drafts, and a lot of counting of spaces, to get programs arranged in the most attractive fashion. The best size of paper to use is a consideration. Notice any printed or typed programs that you can and develop skill in arranging typed material attractively.

CHRISTMAS PROGRAM

Given By

9A Class

Orchestra

| | |
|------------------------------|-------------|
| March | Zamecnik |
| Hark, the Herald Angels Sing | Mendelssohn |
| Jingle Bells | Simpson |

Athletic Stunts

9A Boys

Ye Old English Christmas

| | |
|---------------------------------|--------------|
| Ring Out, Wild Bells | Edith Brooks |
| Marriage of Santa Claus | Wilma Hansen |
| It Came upon the Midnight Clear | Hazel Wilson |

Christmas Dinner at the Cratchits

| | |
|---------------|---------------------|
| Mrs. Cratchit | Marceline Lammy |
| Martha | Marcella Marszevski |
| Bob | Billy Good |
| Belinda | Wilma Hansen |
| Peter | Paul Bellus |
| Tiny Tim | Herbert Foster |

Russian Dance

Daisy McKechnie
Ruth Thode

Christmas Carols

9A Class

Play--"A Christmas Destiny"

| | |
|---------------|--------------------|
| Life | Dorothy Bolsingers |
| The Tramp | Elmer Casaday |
| Raymond Wayne | Bruce Taylor |
| Death | Clifford Floberg |
| Peg Wayne | Ruby Long |
| Uncle John | Carl Klewin |
| Sleep | Irene Kuhne |

UNARRANGED LETTERS

After reading through each letter, decide upon an appropriate salutation and closing, a suitable inside address (when needed), and a correct heading. The paragraphs are not marked for you as in the earlier unarranged letters.

1.

Dear _____, You can't imagine what an exciting time we had on our trip to Salt Lake City. We camped the first night in a small town in Idaho, where we could look directly across the Snake River into the hills of Oregon. The next evening we arrived in Salt Lake City. The most imposing sight in that city is the great Mormon Temple, with its silver angel with a trumpet set on the very top of the spire. We also have had time to see the capitol building, which is made entirely of pure white marble. I expect to be able to tell you about a great many other interesting things when we return.

2.

My dear _____, We were delighted to learn from your letter this week that you will all be with us for Thanksgiving. Unless the weather is exceptionally stormy, you will enjoy the drive in your car. Take the _____ Highway to _____, then go on toward _____ as far as _____. Turn to the right at the first crossroad after passing the airway beacon. Our farm is just half a mile up this road, with two big poplar trees in the front. We shall all be looking for you Thursday at about two o'clock in the afternoon.

3.

Dear _____, Mother says that I can come up for vacation. I shall leave Friday at three o'clock, and will bring my riding boots and swimming suit. Thank you for asking me up. I hope you will let me ride Smoky this year. I can come back by bus the following Friday.

4.

Gentlemen: I was one of the group of girls that visited your factory last Thursday afternoon. I want to express to you our appreciation of your kindness, and the most interesting and enjoyable time we had. The businesslike regularity of the work was quite a surprise to some of us. The machinery seemed to run just like clockwork. The workers, too, seemed to be a part of the big factory, though they were everywhere courteous and helpful to us. It is not likely that any of the girls will ever plan to work in a match factory, but we do understand better how much work and planning goes into the making of matches.

5.

Scott Stamp and Coin Company, 1 West 47th Street, New York City. Gentlemen: Please send me at once one of your new type Watermark Detector Sets. I understand it includes a tray, good tongs, and a magnifying glass. I am enclosing a money order for one dollar to cover the cost of this set.

6.

About two years ago, our Superintendent, Mr. Beach, had the pleasure of hearing your address on the LIFE OF ABRAHAM LINCOLN. We are planning a special evening program to celebrate the birthday of Lincoln, which will be held in our school auditorium at eight o'clock, on Wednesday the twelfth of this month. Would it be possible for you to speak to us on that subject at this meeting? We would be glad to arrange all details to suit your convenience. Very truly yours,
President, Student Body.

7.

Our class in Social Civics is now studying the field of occupations open to boys who plan to prepare for some form of social and governmental service. We would like to have you come to our class next Monday morning at ten o'clock and tell us how best to plan our high-school courses to insure as much as possible our success.

8.

Miss Dodge's Dramatic Club is giving one of Shakespeare's plays, MID-SUMMER NIGHT'S DREAM, on _____ at 3:00 o'clock, in the school auditorium. The club would appreciate your presence greatly. We hope that you can come.

9.

The graduating class is planning to give an afternoon tea and entertainment in honor of our parents sometime before the end of this semester. Could we arrange with you to have the gymnasium reserved for us some afternoon next week? Our committee will be glad to confer with you and submit our plans for your approval.

10.

St. Johns Military Academy, 374 De Koven Hall, Delafield, Wisconsin,
Gentlemen: My parents are considering sending me to a military school next year, and there is nothing that I would like better. Will you please send us a catalogue describing the courses you offer, the amount of the tuition fees and other expenses? Thank you very much.

11.

World Peaceways, Inc., 103 Park Avenue, New York City. Gentlemen:
Our Citizenship Club would like to have you send us some material on how war may be prevented in the future. We understand there is no charge for this information. Very truly yours, President.

12.

The series of three games between the senior and junior classes of our school for the football championship is scheduled to begin next Saturday morning, on our athletic field. We should like to have you act as referee. Could you let us have a favorable answer by Friday morning?

13.

I truly believe that the happiest day I spent since we moved out here to eastern Oregon was the day I received your most welcome letter. Nearly all my spare time so far I have spent reading the books you lent to me. I have made almost no friends so far, but I shall certainly try to follow your advice, and get better acquainted right away with our neighbors and my schoolmates. I can see now that no one can be really happy unless he makes friends in his own community.

UNARRANGED BOOK REVIEWS

| |
|--|
| <p>These Book Reviews are not arranged for you, nor are indention nor length of line indicated. It would be interesting to type one or two of them in the space needed for a 3" × 5" card.</p> |
|--|

1.

ADRIFT ON AN ICE PAN. Dr. Wilfred T. Grenfell, the author of this true story of the North, spent a great many years among the natives of Labrador. In this book he tells of an adventure that befell him on one of his journeys alone by dog sled. He tried to take a short cut across the ice, rather than go ten miles around by land. After he started, the ice floe broke away from the shore, and the small bit of ice on which he sought refuge drifted out to sea. He was forced to kill some of his dogs to keep himself alive before he was rescued several days later by fishermen who had set out in search of him.

2.

JANICE MEREDITH, by Paul Leicester Ford, is a story of the American Revolution. Janice is an American girl whose sympathies are with the American patriots. Of course she is the center of a love story, but there are many exciting war experiences. Several famous historical characters appear in the story, among whom is General George Washington. One of the most interesting chapters tells about the Battle of Trenton.

3.

THE FLYING CARPET, by Richard Halliburton. The title of this book is taken from the famous Arabian Nights story of the Magic Carpet. The author was able to journey into strange and foreign lands almost as easily as on a magic carpet. The book is an exciting one for people who enjoy traveling, and reading about travelers. Mr. Halliburton goes into unusual places, and meets with adventures that are sometimes humorous, sometimes a little dangerous, and always fascinating.

4.

A DAUGHTER OF THE NARIKEN, by Etsu Inagak (Seegemoto). This is a real Japanese story, by a Japanese author, with all the charm and color of the customs and unusual ways of the Japanese people. Perhaps you have wondered what is in the hearts of these calm-faced people, who so rarely show their emotions to the outside world. This book reveals their intimate home life, and lets us see how lovable they really are. There's a tangled romance that reaches your heart, and a Japanese funeral in all its queer ceremonial. Altogether this is an interesting and quaint story of a Japanese girl who is trying to attain happiness.

This is a problem in composing on the typewriter. Read through the entire outline thoughtfully, letting your imagination build up a picture of how Americans will live in the future.

Select one of the main divisions (I–VI), and try to see in your “mind’s eye” a picture of what you are about to describe. Write one clear sentence about each of the subheadings expressing the changes that you think will take place. These will serve as topic sentences for paragraphs. Then complete the paragraph.

If you write a short article on each of the main headings, you will have a project that can be read in full as a written report; or you could use the headings and topic sentences for a full oral report.

AMERICA OF THE FUTURE

I. How cities will be built

1. Size
2. Location
3. Style of houses

II. How people will travel

1. Trains
2. Ships
3. Automobiles
4. Airplanes

III. How people will communicate with each other

1. Newspapers and magazines
2. Postal services
3. Radio
4. Television

IV. Occupations

1. Working conditions
2. New occupations
3. Working hours
4. Leisure time

V. How people will amuse themselves

1. Travel
2. Books, libraries, and art galleries
3. Music
4. Radio
5. Television
6. Sports and hobbies

VI. Youth at school

1. New schoolhouses
2. New things to study
3. New ways to learn

PLAYS

SAFETY FIRST

by N. H. Wynne

Scene: Before curtain. Small table, center, with large timetable. Other properties characteristic of country railroad office. Railroad barrier is across "tracks," left, also a STOP-LOOK-LISTEN sign. AGENT is dozing over table. Enter, right, HIRAM and MIRANDY, rather deaf, followed by two children. MIRANDY sits in chair, right, and children stand behind her. HIRAM wakes AGENT.

HIRAM Be you the agent of this here town?

AGENT Yes, sir, I am the agent of this town!

HIRAM Be there any trains fer the South today?
(AGENT goes through timetable.)

AGENT No, there aren't any trains for the South today.
(HIRAM walks over to MIRANDY.)

HIRAM Mirandy! There aren't any trains fer the South today!

MIRANDY Oh, Hiram, there aren't any trains fer the South today?

HIRAM No, there aren't any trains fer the South today!
(HIRAM wakes AGENT, who has fallen asleep.)

HIRAM Be there any trains fer the North today?
(AGENT goes through timetable.)

AGENT No, there aren't any trains for the North today!
(HIRAM walks over to MIRANDY.)

HIRAM Mirandy! There aren't any trains fer the North today!

MIRANDY Oh, Hiram, there aren't any trains fer the North today?

HIRAM No, there aren't any trains fer the North today!
(HIRAM wakes AGENT, who has fallen asleep.)

HIRAM Be there any trains fer the East today?
(AGENT goes angrily through timetable.)

AGENT No!!! There aren't any trains for the East today!
(HIRAM walks over to MIRANDY.)

HIRAM Mirandy! There aren't any trains fer the East today!

MIRANDY Oh, Hiram, there aren't any trains fer the East today?

HIRAM No, there aren't any trains fer the East today!
(HIRAM wakes AGENT, who has fallen asleep.)

SAFETY FIRST, p. 2.

HIRAM Be there any trains for the West today?
 (AGENT, greatly exasperated, searches timetable.)

AGENT No! No! No! No trains for the West today!
 (HIRAM walks over to MIRANDY.)

HIRAM Mirandy! There aren't any trains fer the West today!

MIRANDY Oh, Hiram, there aren't any trains fer the West today?

HIRAM No, there aren't any trains fer the West today!
 (HIRAM and MIRANDY look at each other doubtfully.
 Finally MIRANDY rises and takes children to left.)

MIRANDY Well, come on, Hiram. It's safe enough, today. We can
 cross the tracks without getting hit.
 (AGENT falls asleep. HIRAM, MIRANDY, and children
 go out, left.)

The Lower School
of the
ANNIE WRIGHT SEMINARY
presents
The Ugly Duckling
An Operetta in One Act after the Fairy
Tale by Hans Christian Andersen

Music by Rob Roy Peery

Ingrid Jacobsen, Director
Lucile Hatch, Accompanist
Uwarda Egley, Dance Director

Date

THE SETTING: A grassy glade in the
Imperial Garden
(Designed and lighted by Don May,
Cornish School, Seattle)

THE CENSUS

Interlude from Stewart Book Revue, by N. H. Wynne.

Characters: Myrtle, Donna, "X," Father Time, Boy.

Scene: Before curtain.

Properties: Myrtle, "X," and Donna have stools and books. Boy has notebook and pencil. Father Time has small book and mallet.

(Enter simultaneously DONNA and MYRTLE, right, and "X," left. They sit on stools and commence reading.)

(Enter TIME and BOY, C. They hesitate and then go before DONNA and MYRTLE, right. TIME raps with mallet.)

TIME Is anybody home?

MYRTLE Nothing, today, thank you!

TIME We're not selling a thing. We're here to take the Census.

MYRTLE Go on away! Somebody came here yesterday and took away our piano!

TIME No, my good woman! This is the year 1940, and Uncle Sam requires a Census. Answer these questions:

(TIME reads from book.)

Where do you live; and when were you born;

Who is your husband all forlorn;

Why did you ever go to school;

Why did you never die?

Do you like pie, or do you like cake?

How many times have you had an ache?

What is your name? What is your fame?

Who are you, anyhow, and why?

DONNA Is that all?

TIME Well, well, and how are you today, Madam?

DONNA Not so good today. Really, do you know, I'm going to change doctors! Somehow, I know that there's something terribly wrong with me! I wish that I could tell you...

TIME That's too bad, Madam, but we're here to take the Census. First, what is your name?

DONNA Oh, I'm Donna Hill, and she's Myrtle Hill. We're twin sisters.

(BOY takes notes.)

TIME That's certainly fine. And how old are you?
(DONNA bashfully nudges MYRTLE.)

THE CENSUS, p. 2.

MYRTLE Oh, Mister, must we tell?

TIME Certainly, why not?
(MYRTLE beckons to TIME who bends so that she
whispers in his ear. TIME then whispers to BOY,
who writes.)

TIME Thank you, ladies. I'll certainly remember the Hills.
(MYRTLE and DONNA resume reading. TIME and BOY
go to "X," and TIME raps with mallet.)

"X" (Coldly) I'm quite aware of that.

TIME And we want you to answer some questions.

"X" Must I?

TIME You must.

"X" And will everybody know?

TIME Only myself and Uncle Sam.

"X" Well, you look safe enough, but I'm not sure about Uncle
Sam!

TIME For example, what is your age?

"X" Oh, Mister, not that!

TIME Come, come, a handsome young lady like yourself doesn't
worry about a thing like that!

"X" Well, I'll tell you. Do you know the Hill twins, who live
over there?
("X" points right.)

TIME Certainly! Fine young ladies, too.

"X" Well, I'm just as old as they are.
("X" resumes reading of book.
TIME and BOY walk center in perplexity.)

BOY Well, Father, what shall I put down for the age of this
one?

TIME (With heroic gesture) My son, take her at her word!
Put down: AS OLD AS THE HILLS!
(MYRTLE, DONNA, and "X" take stools and exit
at places of entrance. FATHER TIME and BOY
bow to audience and exit center.)

SCHOOL BROADCAST

April 6, 1936, 7:30 p. m.

Topic: Roughing It

Presented by Mason Junior High

Cue in: This is Station K. M. O.

STATION ANNOUNCER: Tonight we present another in a series of broadcasts by the Public Schools. As you know, each month the broadcasts are a unit, and for the month of April, the centennial of the birth of Mark Twain is observed. Each Monday evening at 7:45 over this station, one of Mark Twain's books will be dramatized or reviewed. Tonight, the Mason Junior High School presents one of the dramatic scenes from Roughing It, a story of the West in the days of the Overland Coach, the mining camps, and Frontiersmen which has been called a literary history of the pioneering West of the 60's. Mr. Selmer N. Westby, of the Mason Faculty, will set the stage for one of the dramatic scenes in the book. Mr. Westby...

MR. WESTBY: Mr. Clemens and his companion, Mr. Ballou, an old gold and silver miner, are stranded by a flood in a Nevada hotel, where the landlord, a timid Mr. Martin, is attempting to keep everyone on peaceable terms. Mrs. Martin, his wife, determines to stand for no nonsense from anyone, flood or no flood, but is duly impressed by the gentle manners of Mr. Clemens. Among the enforced guests is Arkansas, "a stalwart ruffian who carries two revolvers in his belt and a bowie knife projecting from his boot, and who is always suffering for a fight."

Mr. Clemens has just requested the landlady, Mrs. Martin, to make some much-needed repairs to a pair of trousers. Mrs. Martin is speaking.

THE TAMING OF ARKANSAS

MRS. MARTIN Oh, of course, Mr. Clemens. It sure does a body good to see a real gentleman around again.

MR. CLEMENS Thank you so much my dear Mrs. Martin.

MRS. MARTIN I'll have it back here again for you in no time.

MR. CLEMENS Let me assure you, my dear lady, that it's a pleasure to meet a lady like yourself out here so far from civilization.

MRS. MARTIN Well, of course, back where I was drug up a lady was a real lady. My mother, for instance, taught me from a mere brat that there was duties for ladies and duties for men, and I have always, I can pride myself, held to that since I was knee-high to a toad.

THE TAMING OF ARKANSAS, p. 2.

MR. CLEMENS I'm sure of that, Mrs. Martin.

MRS. MARTIN My, though, didn't you rip a whopper of a hole in these pants. Don't you worry, Mr. Clemens, I'll have 'em back, right as new, in just no time at all.

(MRS. MARTIN goes out of the room in a flutter.)

MR. BALLOU Mr. Clemens, let me congratulate you on the most colossal bit of diplomacy I've seen for some time.

MR. CLEMENS Thank you, Mr. Ballou, but between an instinctive dislike for doing any kind of work, and a natural fondness for women, it comes very easy. Oh, good morning, Mr. Martin.

MR. MARTIN Good morning. Well, I see you're still with us. Have you noticed the river this morning?

MR. BALLOU I was out on the bank a while ago.

MR. MARTIN It got so high last night for a couple of hours that it swept the chicken house down the slope there, away.

MR. CLEMENS No! Did it get the chickens?

MR. MARTIN It would have, I guess, but you see we've never had any chickens. We built the house last fall in hopes that we could raise some in the spring.

MR. BALLOU I'd as soon stay here the whole consarn' spring if it warn't for that blasted Arkansas.

MR. CLEMENS Arkansas, what's he been up to now?

MR. MARTIN He's been down in the stables for the last three hours.

MR. CLEMENS That's good, at least he won't try to pick any more fights while he's there.

MR. BALLOU Oh, won't he though! He's the meanest fellow you ever laid eyes on.

MR. MARTIN When he comes in, be sure you don't say anything to rile him or he'll get shootin' mad. Shootin' makes me awful nervous.

(MR. OSGOOD and MR. PERKINS enter.)

MR. MARTIN Good morning, Gents.

MR. OSGOOD Morning.

THE TAMING OF ARKANSAS, p. 3.

MR. PERKINS Morning. I see Arkansas is out again.

MR. MARTIN Where? When did you see him?

MR. OSGOOD Just now. I see him comin' up the path.

MR. MARTIN I hope you fellows will be careful what you say when he comes in. I can't stand shootin' and that Arkansas is a killer.

MR. CLEMENS I suggest we talk about something harmless. Say, like the river being rough, or something.
(ARKANSAS enters.)

ARKANSAS Morning, Gentlemen. Looks like it's going to be a hot day.

MR. CLEMENS At this time of the year? Good old Arkansas will have his joke.

ARKANSAS Let me tell you, young man, I'm a peace-lovin' citizen but no one better try forcin' me to believe what I don't believe.

MR. MARTIN Well, boys, as I was saying, I reckon the Pennsylvania elections...

ARKANSAS What do you know about Pennsylvania? Answer me that. What do you know about Pennsylvania?

MR. MARTIN I was only goin' to say...

ARKANSAS You was only goin' to say. You was! You was only goin' to say-- What was you goin' to say? That's it! That's what I want to know. I want to know what you was goin' to say, what you know about Pennsylvania since you're makin' yourself so blasted free. Answer me that.

MR. MARTIN Mr. Arkansas, if you'd only let me--

ARKANSAS Who's a henderin' you? Don't you insinuate nothin' again! Don't you do it. Don't you come in here bullyin' around and cussin' and goin' on like a lunatic-- Don't you do it. Coz I won't stand for it. If fight's what you want, out with it! I'm your man! Out with it!

MR. MARTIN Why, I never said nothin', Mr. Arkansas. You don't give a man a chance. I was only going to say that Pennsylvania was goin' to have an election next week that was all--that was everything I was going to say--I wish I may never stir if it wasn't.

THE TAMING OF ARKANSAS, p. 4.

ARKANSAS Well, then why don't you say it. What did you come swellin' around that way trying to raise trouble for?

MR. MARTIN Why I didn't come swellin' around, Mr. Arkansas-- I just--

ARKANSAS I'm a liar, am I! Ger-reat Caesar's ghost--

MR. MARTIN Oh, please, Mr. Arkansas, I never meant such a thing as that, I wish I may die if I did. All the boys will tell you that I've always spoke well of you and respected you more than any man in the house. Mr. Clemens, didn't I say no longer ago than last night that for a man that was a gentlemen all the time and every way you took him, give me Arkansas. I'll leave it to any man here if them warn't the very words I used. Come now, Mr. Arkansas, let's shake hands. Old Arkansas, I call him--bully old Arkansas. Gimme your hand again. Look at him, boys. Just take a look at him. Thar stands the whitest man in America. And the man that denies it has to fight me, that's all.
(Pause. Then landlord trying to carry things along.)

MR. MARTIN My father was a man what would have appreciated Arkansas. Yes, sir, he was quite a man, that father of mine was. He lived till he was past eighty years old, he did.

ARKANSAS Landlord! Will you please make that remark over again if you please.

MR. MARTIN I was sayin' that my father was upward of eighty years old when he died.

ARKANSAS Was that ALL that you said?

MR. MARTIN Yes, that was all.

ARKANSAS Didn't say nothing but that?

MR. MARTIN No--nothing.
(Pause. ARKANSAS thinking madly for a pretext.)

ARKANSAS Landlord, what's the idea of rakin' up old personalities and blowing about your father? Ain't this agreeable to you? Ain't it? If this company ain't agreeable to you perhaps we'd better leave. Is that what you're comin' at?

MR. MARTIN Please be reasonable, Arkansas. Now you know that I ain't the man to...

- ARKANSAS Are you a-threatenin' me? Are you? Be George, Landlord, what's the idea of rakin' up old personalities and blowing about your father? Ain't this company agreeable to you? Ain't it? If this company ain't agreeable to you perhaps we'd better leave. Is that your idea? Is that what you're comin' at?
- MR. MARTIN Please be reasonable, Arkansas. Now you know that I ain't the man to...
- ARKANSAS Are you a-threatenin' me? Are you? Be George, the man don't live that can scare me! Don't try that game, my chicken, cuz I can stand a good deal, but what I won't stand is that. Come out till I clean you. You wan' to drive us out, do you? You sneakin' underhanded hound! Come out. I'll learn you to bully and badger and browbeat a gentleman that's forever trying to be your friend and keep you out of trouble.
- MR. MARTIN Please, Mr. Arkansas, please don't shoot! If there's got to be bloodshed...
- ARKANSAS Do you hear that, gentlemen? Do you hear him talk about bloodshed? So it's blood you want is it, you ravin' desperado. You've made up your mind to murder someone this morning--I knowed it perfectly well. I'm the man, am I? It's me you're going to murder, is it? But you can't do it without I get one chance first, you thievin', blackhearted, white-livered son of a Turk! Draw your weapon.
- MRS. MARTIN (Reappearing in the door with the mended pants in one hand and a broom in the other) Why, Mr. Arkansas, you put that gun right down right now.
- ARKANSAS Get outen the way, woman, ther's business to be done here with that sneakin', murderin' husband of yours. Draw your weapon, man, I say, afore I plug you full of lead. Out of the way there. (He starts to shoot and fires several shots.)
- MRS. MARTIN Why, you dirty lout (she hits him with the broom). Shoot at my Marty, will you? (Thumps him again and again.)
- BALLOU Go at it, woman, you've got him.
- CLEMENS Go to it, lady, you've got him.
- MRS. MARTIN You (whack) and your play guns (whack) git out of here, git out of here fore I break every bone (whack) (whack) in that ornery yellow hide o' yours.

THE TAMING OF ARKANSAS, p. 6.

ARKANSAS He'p me, he'p me--Get that wild cat off'n me...

MRS. MARTIN Oh, I'm a wild cat, am I? (Whack) Git outa this house and stay out...

BALLOU Boy, look at her tak' him down the path. I'll bet he never runned so fast since he was born.

STATION ANNOUNCER: You have just heard a dramatic episode from Mark Twain's story of the West, Roughing It, presented by students of the Mason Junior High School. The cast was as follows:

| | |
|-------------|------------------|
| MR. CLEMENS | William Browning |
| MRS. MARTIN | Margaret Anthony |
| MR. BALLOU | Frank Willis |
| MR. PERKINS | Peter Daley |
| MR. MARTIN | John Powers |
| MR. OSGOOD | Thomas Lacey |
| ARKANSAS | Francis Jessup |

Another of Mark Twain's books, Innocents Abroad, will be presented in dramatized form by the Gault Junior High School next Monday evening at this same time. Be sure to listen in.

OTHER SCHOOL SUBJECTS

Your Name
Music -- SPECIAL REPORT

Name of School
Date

THE SYMPHONY BROADCAST

I listened to the radio broadcast of the symphony orchestra last night, and tried especially to detect the notes of the oboe. This instrument resembles the clarinet slightly in appearance, though it is shorter, with a more flaring bell, and a mouthpiece of an entirely different nature. The oboe is set in vibration by blowing into a double reed. It has a peculiar penetrative "reedy" or "woody" tone, that makes it very effective when the orchestra is playing music that is built up from forest scenes, with birds, streams, wind, and clouds.

One of the fine selections played last night was Debussy's Afternoon of a Faun, in which the oboe is used with beautiful effect. To appreciate this selection one must keep in mind that to the ancient Greeks a faun was one of the less important gods of the woods or fields, who sometimes took on the shape of an animal.

It is **extremely** important to line the periods when numbers are in a list, to leave one space after the period, and to double space between items or questions. This will make your work attractive and easy to read.

FATIGUE AND REST

1. Meaning of fatigue.
2. Make a list of signs of fatigue.
3. Where do we first feel fatigue?
4. What is the difference between false and real fatigue?
5. How may they be remedied?
6. Why should we wear comfortable shoes for our daily work?
7. What is the difference between people who require much sleep and those who require only a few hours?
8. How many hours' sleep do you require each night?
9. Why should one have regular hours of sleep?
10. What relation does fatigue have to eating?
11. What relation does fatigue have to sickness?
12. What effect does it have on our mental well-being?
13. Give some satisfactory method for getting to sleep.
14. Discuss this statement: "For mental fatigue, exercise and change are the antidotes; for physical fatigue, rest and sleep are necessary."
15. Describe a room in which a person can sleep well.

Some students like to do their arithmetic on the typewriter. Put in the answers as you go along. For the equal (=) sign, backspace after striking the hyphen, turn the cylinder up just a trifle, and hold it while you tap another hyphen. Space before and after signs. For the division sign (\div), backspace after the hyphen and tap the colon. In writing decimals, you could put the written form in one column and the corresponding figures in another.

ARITHMETIC

$1/2 \text{ yard} = \text{ ______ } \text{ feet}$

$1/3 \text{ feet} = \text{ ______ } \text{ inches}$

$1/4 \text{ hour} = \text{ ______ } \text{ minutes}$

$3/4 \text{ hour} = \text{ ______ } \text{ minutes}$

$1/8 \text{ pound} = \text{ ______ } \text{ ounces}$

$2/3 \text{ yard} = \text{ ______ } \text{ feet}$

$3/4 \text{ of } 16 =$

$5/6 \text{ of } 30 =$

$3/5 \text{ of } 25 =$

$2/3 \text{ of } 9 =$

$1/4 \text{ of } 100 =$

$7/8 \text{ of } 56 =$

Find:

$50\% \text{ of } 80 =$

$33 \frac{1}{3}\% \text{ of } \$90 =$

$25\% \text{ of } 75 =$

$66 \frac{2}{3}\% \text{ of } \$90 =$

$10\% \text{ of } 60 =$

$16 \frac{2}{3}\% \text{ of } \$16 =$

Solve:

$8 \times 5 - 4 \div 9 \times 6 - 3 \div 7 =$

$9 \times 9 - 1 \div 8 \times 5 \div 2 \times 4 =$

Decimals:

$3.2 \div 8 =$

$.42 \times 3 =$

$2.5 \div 5 =$

$8.3 \times 2 =$

$.72 \div 9 =$

$.50 \times 5 =$

Add:

$$\begin{array}{r} \$524.75 \\ 33.60 \\ 29.80 \\ \hline \$ \end{array}$$

$$\begin{array}{r} \$723.50 \\ 801.25 \\ 37.44 \\ \hline \$ \end{array}$$

$$\begin{array}{r} \$600.00 \\ 50.05 \\ 100.75 \\ \hline \$ \end{array}$$

Write in figures:

One tenth
Four and two tenths
Three hundredths

One thousandth
Nine and seventeen thousandths
Seventy-five hundredths

Arithmetic papers can be typed attractively after the problems have been worked out as a first draft, or when the assignment consists of answering questions from the book or from the board. Decide on an appropriate heading.

1. The maker of a note is the borrower of the money.

The payee of the note is the one to whom the money is payable.

The face value of the note is the amount of money for which the note is drawn.

The date of maturity is the time when the loan must be paid.

The endorsement of a note consists of the transfer of the ownership of the note to another person.

A time note is one which falls due upon a certain stated date, or after a certain stated time.

A demand note is one which the maker must pay whenever the payee demands payment of the money.

2. (a) \$150
Baltimore, Md.
Oct. 3, 1927
90 days
Martin V. Lewis
George Davis
City National Bank

- (b) \$350
Pittsburgh, Pa.
Jan. 3, 1928
On demand
J. R. Simpson
William R. Browning
Pittsburgh, Pa.

3. Note A
Note B

- | | | |
|----|---------------|-----------------|
| 4. | \$150 | \$150.00 |
| | .06 | 2.25 |
| | <u>\$9.00</u> | <u>\$152.25</u> |

$$1/4 \text{ of } \$9.00 = \$2.25$$

5. $\$400 \times .075 = \30.00
 $3/4 \text{ of } \$30 = \22.50

An eighth-grade boy thought these were the things he should know about mathematics. Add a paragraph containing your own views.

WHAT AN EIGHTH-GRADE BOY SHOULD KNOW ABOUT MATHEMATICS

A boy should learn all he can about mathematics while he is in school. Arithmetic is needed in almost every walk of life. For example, a chemist has to know all about formulas in order to measure his chemicals; a radio man has to know about the dimensions of wires and tubes, and how much heat each one will stand; a carpenter must know how to figure lumber, and how to measure boards for cutting; and of course a businessman uses figures all the time. There is hardly a person who does not need to use some kind of mathematics.

An eighth-grade boy should be almost perfect in adding, subtracting, multiplying, and dividing whole numbers, fractions, mixed numbers, and decimals. He should also know about interest on money, the various kinds of insurance, writing checks, and measuring areas. Besides this, he will have to learn a great deal more about the special kinds of mathematics that will be needed in the occupation he expects to enter.

In addition, every boy _____

Interviews can be very interesting and the information gained can be easily organized to present to the class or to use for yourself, if what you plan to ask is outlined in some such form as this.

AN INTERVIEW

1. What training is necessary for this occupation?
 - a. Maximum?
 - b. Minimum?
 - c. How expensive is the training?
2. What chances for advancement?
3. History of this occupation?
 - a. When first started?
 - b. Who are the leaders? Any women?
 - c. Number of people employed?
 - d. Does it offer competition or security?
4. Salary
 - a. What is the average range?
 - b. Who is paid highest in this field?
 - c. Is it necessary to spend most of salary?
5. Describe a typical day's work.
6. How could one secure this position?
7. Personal
 - a. Appropriate attire?
 - b. Social opportunities?
 - c. What phase most interesting?
 - d. Is marriage a hindrance or a help?
 - e. Is age a hindrance?
 - f. What personal characteristics are necessary?
 - g. What were deciding factors in your choice?
 - h. More opportunity for men or women?
 - i. How does it affect health?
 - j. Advise another to enter?

Classes in junior high school frequently enjoy looking ahead to the occupation that will be open to young people a dozen or fifteen years from now. This girl made a very extended study of the career of Air Hostess, and arranged what she found in the form of a small book.

Mother

A book dedicated just to you, the one person who has helped me more than all others in choosing my vocation.

Foreword

In my lifework book I have tried to show you that an Air Hostess is a great comfort to people traveling by air.

Contents

Title Page
Dedication
Foreword
Reasons for Selecting Occupation
Description of Occupation
A Typical Day's Work
Advantages and Disadvantages
Preparation
Qualities Necessary for Success
Personal Analysis
Bibliography
An If for Girls
Illustrations
Interviews
Women and What They Can Do

Illustrations

United States, of Which Air Hostesses See Much
The Take-Off
Just Before the Take-Off
The Common Types of Planes Employing Air Hostesses
Kindness
Helpfulness
Getting a Report
Travel
Getting Ready for an Operation
Just Beginning an Operation
You Must Be Patient
Mid-air Operation
My Ideal Nurse

I. Description of Occupation

A. Service to the community

1. Makes those people more comfortable who come from the different communities.
2. Will also make more people want to ride in airplanes.

B. History

The work of an Air Hostess began five years ago, when eight young women started a new women's profession.

C. Number of persons employed

There are about 135 persons employed in this line of work.

D. Branches or divisions

Stewardess on a boat

E. Successful leaders

Katherine Mayr

II. A Typical Day's Work

A. For a trained nurse

1. You breakfast at 7:00 o'clock; you must be through at 7:30.
2. Report to the wards. After receiving information from the night nurse start the rounds of patients.
3. Take the temperature of every patient and give what medicine is ordered by the doctor.
4. Give all patients a bath and change of linen. Everything is done on a doctor's orders.
5. A patient with a high temperature in the morning will once more have it taken at 12:00 before the nurse goes to luncheon.
6. After luncheon the nurse makes her rounds of the patients to see if there is anything needed at this time.
7. After this is done the nurse spends her time making dressings.

8. At 4:00, temperatures are taken again and medicine given before supper is served.
9. Evening care, which is the same as the morning care.
10. The Chart is checked once more.
11. During this time there were 12 hours, of which you had three hours off.

B. For an air hostess

1. Serve a light breakfast if you are in the air and if on the ground buy breakfast for yourself.
2. See that your passengers are comfortable and have something interesting to do.
3. At noon serve a light luncheon.
4. At every stopping place let the passengers know where they are and answer any questions.
5. About 3:00 or 4:00, serve cooling refreshments or tea.
6. Keep your passengers comfortable all the time.
7. About 7:30, serve a light supper.
8. If there are passengers who will be on board the plane all night, prepare their seats for them like beds.

III. Advantages and Disadvantages

A. Advantages

1. Traveling and seeing many new places
2. Meeting new people
3. A good salary
4. Good experience
5. Increasing your education

B. Disadvantages

1. Flying much of the time
2. Courage is necessary.
3. Emergencies likely to happen
4. Sick people need a great deal of care.

IV. Requirements for Success in Occupation

A. Physical traits

1. Health must be very good.
2. Not too tall or too heavy

B. Personal traits

1. Dependability
2. Good judgment
3. Control of temper
4. Good sense
5. Good personality

C. Mental traits

1. Cheerfulness
2. Kindness
3. Patience
4. Control of nerves

D. Social traits

1. Good mixer
2. Able to carry on a good conversation

E. Moral traits

1. Clean mind
2. Honesty
3. Courage

V. Preparation

A. Education

1. Junior high school

- a. Foods
- b. English
- c. Civics

2. Senior high school

- a. Foods
- b. English
- c. Home nursing
- d. Languages
- e. Home relations
- f. Chemistry
- g. Typing

3. Nurse's training

B. Experiences

1. A stewardess on a boat
2. Getting light lunches at home
3. Nursing in a hospital
4. Doing private nursing

VI. Personal Analysis

A. Physical

1. I must have good health.
2. I must be more neat.

B. Personal

1. I am dependable.
2. I usually use good judgment.
3. I can control my temper.
4. I can be sensible.
5. I have a fair personality.
6. I must be more charming.

C. Mental

1. I am cheerful.
2. I am kind most of the time; always mean to be.
3. I am patient.
4. I am not nervous; I have good nervous control.
5. I have courage.

D. Social

1. I am a good mixer.
2. I shall need to carry on a better conversation.

E. Interests

1. I would like to make people comfortable while they are in an airplane.
2. I would like to fly in the air.
3. I would like the kind of nursing an air hostess must learn.
4. I like making new friends.

F. Dislikes

1. I would have a constant worry of a crash.

G. Other occupations of interest

1. Working on a hospital boat
2. Doctor
3. Interior decorator

H. Deciding factors in making choice

1. I enjoy nursing more than any other line of work.
2. After my nursing training, I want to travel as an Air Hostess.
3. I will be able to follow my chosen line of work and travel at the same time.

APPENDIX
|||||
THE SIMPLIFIED KEYBOARD

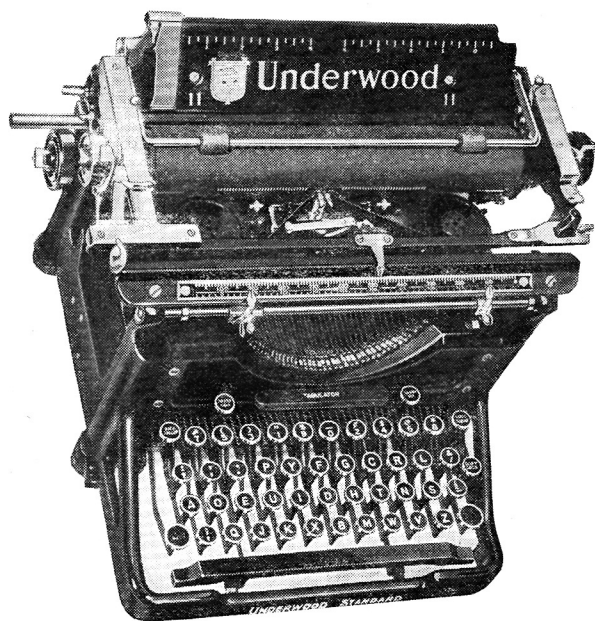
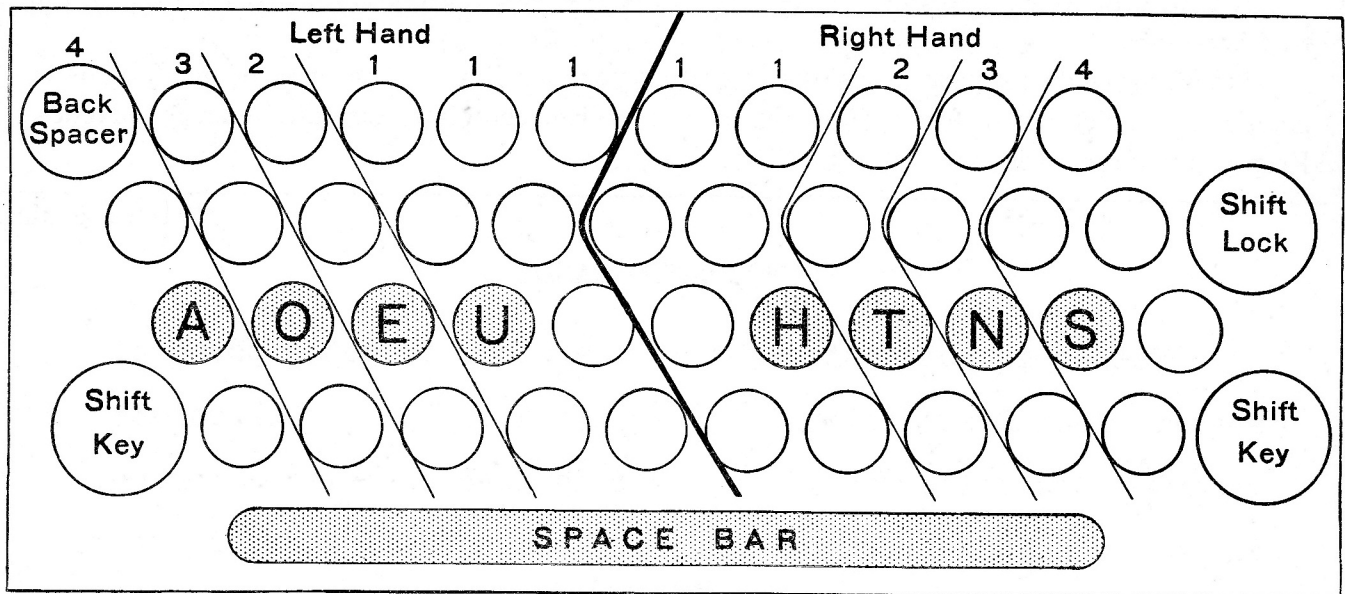


CHART I A



Each of your fingers has a letter to remember. Let the **home-row letter** tapped by each finger be that finger's name. That is, we shall speak of the **T-finger** or **T's finger**, etc., as shown in Chart I A. Teach each finger its name. Tap with a quick, light stroke. Rest all your fingers, between strokes, on their home keys. Write some words first by tapping on the table.

Can you insert your paper in the machine? Do you return the carriage properly when you get to the end of the line? Your right thumb hits the space bar between words. Say the letters and spaces evenly, and without hesitating tap the keys lightly.

he has a tan auto

he has a tan hat

no one has seen the tan auto

no one has seen the tan hat

no one has seen us

no one has to see us

use the tan one

see us soon

Were all eight of your fingers resting on their home keys between **every** stroke? You typed well if you tapped quickly and lightly, rested between strokes, and did not worry or hesitate. If one or two fingers didn't always remember their names, remind them now, by tapping the words lightly and evenly on the table.

Expect each finger to remember its name. Tap when it's time to tap even if you are not quite sure which finger to use. It is much better to get a wrong letter than to hesitate.

Plan the letters and spaces when your teacher is dictating, and say them evenly to yourself when you are doing your own dictating.

(10 rate)

she has a test at one
he has a test at ten
she has no notes on the sheet
so she uses no notes
he has no notes to use
she has a tan hat
he sat on the hat
no one has to see the hat

Did you rest on your eight home keys between the o's in **soon**? Rest also between the e's in **seen**. Rhythm in typing means tapping on every beat without hesitating. You will be a good typist if you use rhythm in your typing. Drop your finger tips quickly and release the key right away.

Remember that **seen** always has a helping word.

(10 rate)

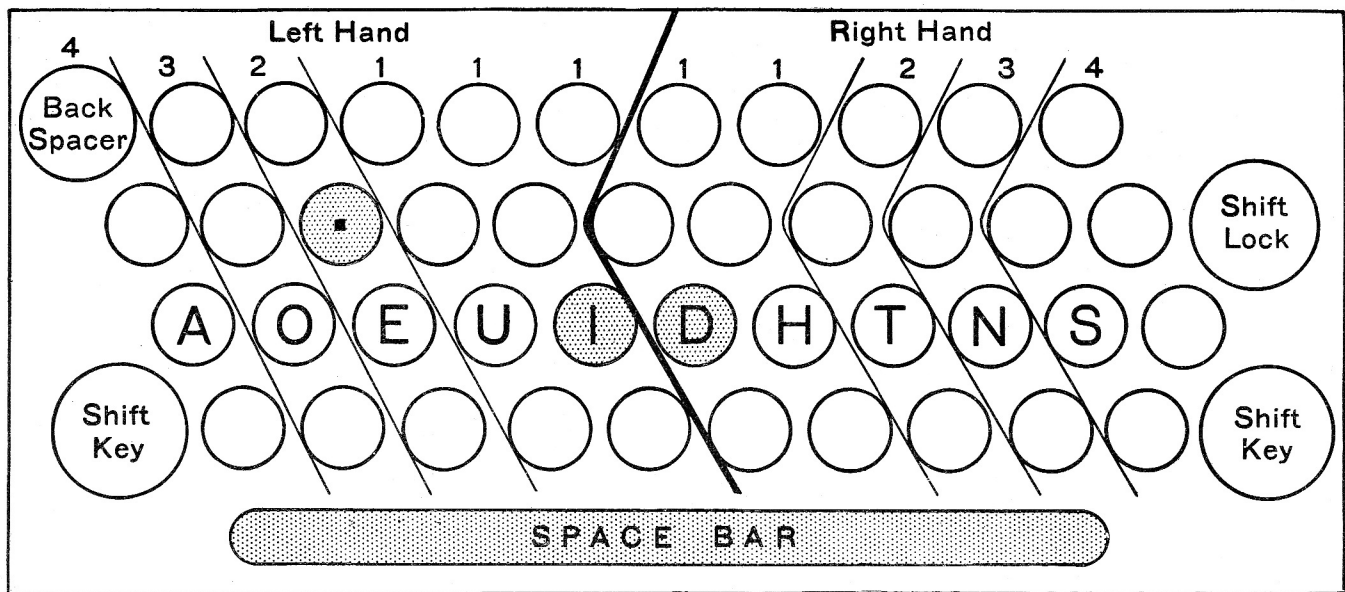
WORDS TO WATCH

(seen)

he has seen an auto
he sees no tan one
she has not seen one
no one has seen the tan one

Isn't typing fun? You have done well to type words and sentences your first day. Tonight at home think about which is T's finger, O's finger, etc. Write some words and sentences on the table, using quick strokes and tapping very evenly. Don't forget to dictate the spaces. Keep your fingers curved.

CHART II A



Does each of your eight fingers remember its name? Practice a few words from yesterday's lesson. **U's** finger is such a strong one that it reaches over for **i**. And **H's** finger reaches over for **d**. They tap quickly, though, and hurry right back to their home keys. Practice some new words, using your best strokes.

(10 rate)

the auto stands in the hot sun

the sun is too hot at noon

do not sit out in the hot sun at noon

Teach **E's** finger that it reaches up for the period (.). Don't let anything disturb your rhythm. **E's** finger goes up quickly and hurries back without using up the rest time. Dictate two spaces after the period before writing the next sentence. Set your machine for single spacing and the margins at 10 and 75.

Notice the two shift keys on your machine. The left one belongs to **A's** finger and the right one to **S's** finger. Have **A's** finger hold its shift key down while you tap **t**. Then release the shift key. Practice **A**, **S**, and **N**. Whose shift key would you use on **D**? **E**? **I**?

(10 rate)

Dan and Ned do not sit in the sun.

The sun shines hot on the sand at noon.

Anne has not seen the tan auto. She is sad.

No one has seen the tan auto Dan sits in.

It is not too soon to see the auto.

The sun is not as hot inside the auto as outside.

You won't spoil your rhythm if you take three beats for the capital letters — one to press down the shift key, one to tap the letter, and one to get back to your home keys. Be sure, also, to dictate evenly at the end of a sentence. Lock the shift key for the title of a story. Turn your paper up two lines before you begin writing the story. How many spaces are there after periods?

(15 rate)

THE TEST

Anne has an idea that the test is at ten. A test is due then.
No test is needed so soon. It is too hot to sit in a seat.
Nan has an idea that one test is at ten and one at nine.
She has no notes on the sheet as an aid in the test.
No one has notes to use in the test. No one has ideas.
The test is on too thin a sheet. One has to use his head.
As soon as the test is done she sends us outside.

The **way** you write matters more than **what** you write. If you trust your fingers to remember their letters, there is no need of looking away from your book. Put your name on your paper, of course. If you're not sure which fingers to use, look at the chart on page 322.

Here are some words that good typists never misspell. Practice them until you can write them smoothly and correctly. Never write the same word over and over. Write full-length lines.

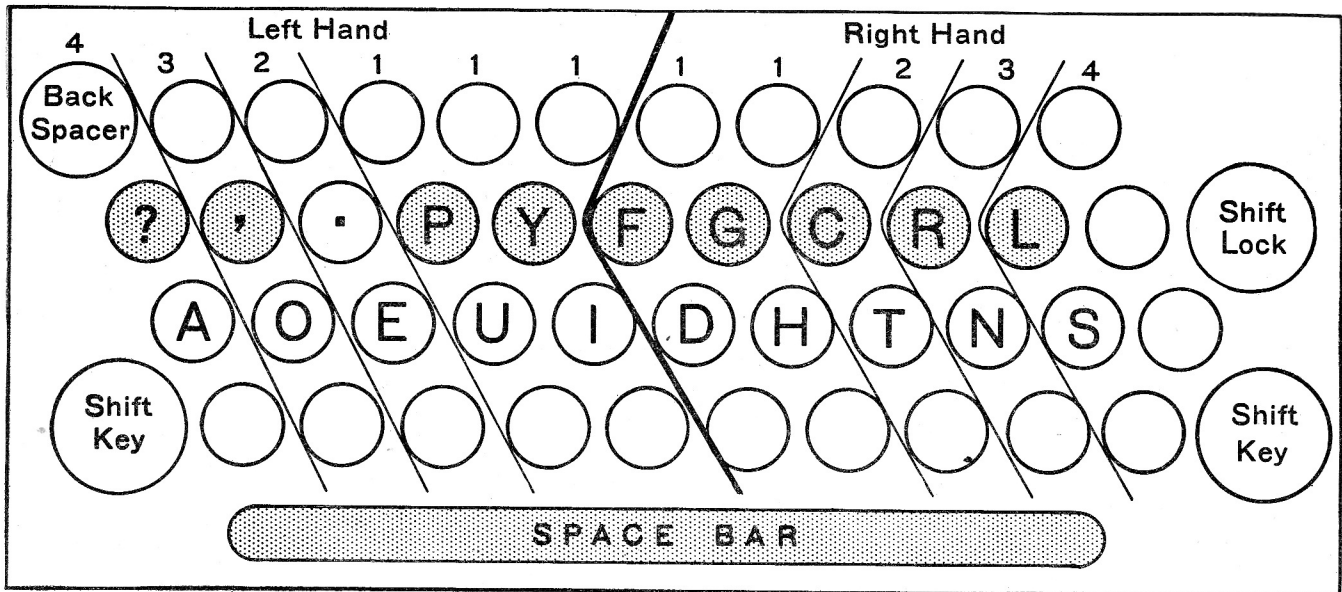
SPELLING DEMONS

used done does instead too shoes said none

If you have tapped evenly and lightly, you have worked well today. Aren't you glad you can write a story so soon? Be firm with any finger that doesn't remember its name, and do a little writing on the table at home again tonight.

Practice the two-letter and three-letter combinations on pages 244 and 245.

CHART III A



Now that you've taught the eight fingers their names, they can learn what letters they must tap on the top row. You make your strokes quickly and lightly. And you still do your resting on the home row. Don't start for the upper row until it's time to tap the key, then hurry right back.

Tell T's finger that it must reach up for c; then write these sentences without hesitating or looking up. Probably your teacher will dictate some words and sentences before you do your own dictating.

(15 rate)

Once I had ten cents. A cent is nice to touch. Cash cannot
teach us to cut costs. In such a case do cut costs at once.

Whose finger reaches up for g? Expect H's finger to remember this, and have it tap g and get back to its home key so fast it hardly knows it has been away.

It is a good thing to sing a song. Don is going to sing again
tonight. I guess it is a good thing he is going to sing again.

Whose finger taps p? You shouldn't have to tell this to U's finger over and over. Open up all the finger tips freely, so that your stroke will be quick. Plan the next stroke during your spare time, but do not start for the next key until it's time to tap. Listen to directions. Start and stop promptly.

Papa hopes to see the top up. He stops the auto to put it up.
Pat happens to step on the top. He is not paid to do this.

In the next story, tap steadily without hesitation. This week it is much better to stroke quickly, even if you tap a wrong key. After you finish, pick out three words for more practice. Keep your fingers nicely curved over their home keys between strokes. You never leave the **U** and **H** keys uncovered. After striking each key let go of it quickly. Indent five spaces for a paragraph.

(15 rate)

PAPA SINGS

Pat is hoping that papa can sing tonight. It happened once and can happen again. I guess papa gets enough singing at the house. I guess he has enough choice, though. Pat hopes he does not stop again. He has a chance to choose nice songs. In the past no one has paid papa to teach us his good songs.

Whose finger do you send up for **r**? Be sure it hurries back. Watch your book when you are doing your own dictating. Can you return the carriage without moving your other hand away from its home keys? **O**'s finger taps the comma (,).

I hear there is no store on this street. Ours is on the other street. Three stores are on Tenth Street, I hear. The red store is near, too. There are no errors in the store orders.

Be sure you are dictating two spaces after a period and one after a comma. It is better to start a new line when your book does. Don't hurry the capitals. Whose shift key do you use on **P**? **C**? Don't forget to unlock the shift key after the title.

(15 rate)

SINGING SONGS

Arthur and Pat are going to sing together tonight. Don can aid in a song that has three parts. Each one hopes the choice is a good one. Choose a good piano. The rest can stop at the house at eight. It is the third red house on the street. A teacher is going to sing a recent song hit, too.

Here are 28 more words that good typists learn to write and to use very early. It would be well to practice them several times at the beginning of every class period. Be sure you are pronouncing each word correctly. Dictate evenly.

(15 rate)

SPELLING DEMONS

their separate hear though here through raise ache piece
heard once since sure read sugar hour dear guess enough
doctor again cough tonight tear choose tired there straight

A good letter drill to use at the beginning of the period is **t-c-t, u-p-u**, etc., including all eight of your fingers and the keys they reach for. After striking upper-row keys, your fingers dash back to the home row to rest.

Send **S's** finger up to 1. Get it back home in time to rest between the two **I's** in **all** and **still**.

Let the little ones sit in the last seats also. At least tell
all the little ones. The last one is alone and a little late.
He shall sit still in his seat until ten at least.

Whose finger do you send up to tap **g? c? r? p?** Whose shift key do you use on **G? C?** Have you formed most of the good working habits listed on page 333?

(15 rate)

LITTLE RED CARS

I shall tell Glen and Carl that all the stores still sell
red cars that one can pull or push. Please do not lose the
chance to get three little ones. All the old ones are lots
larger and are not still on sale. Caroline needs a little one,
too, since it costs less than the old. Girls lose things.

Have **H**'s finger dash after **f** very quickly and confidently. Trying to help with your eyes will merely delay **H**'s finger in learning how far to jump for **f**. Whose shift key do you use on **F**? After striking each key, get away from it quickly.

Fish food is soft. Feed the fish often if it is fun. One of the fish is fat. One of the fish has no fin. Ted feeds the fish often. He feeds the fish as soon as he finds the food.

Don't spoil this story by hesitating or worrying. After you have practiced it, perhaps your teacher will find out that you are tapping so steadily and evenly that you can just about finish it in 4 minutes. Watch the story in your book.

(15 rate)

THE GANG HAS FUN

Fred called for his friends at four. His father said that he could go in the car. Our old car is not in good repair, thought Fred. He hoped none of the gang cared if the car started hard. Three can find a place to hold on and four others can push.

U's finger can tap **y** firmly and quickly if it doesn't stop to poke. Whose shift key do you use for **Y**? Dictate **Tuesday** carefully so that you will spell it correctly, and don't spoil your rhythm on the two **o**'s in **too**.

You need not do it today, so they say. Yet Teddy needs ten days to study. They say that Tuesday is too soon to study and Sunday is not any too soon. Stay in to study today.

Can you return the carriage now without stopping or looking up? Give your capitals three counts and you won't be so hurried that they get up in the air. Your right thumb won't forget the space bar if you plan the stroke. Always use the **paper release** when you remove your paper from the typewriter.

If you can trust your eight fingers to remember their names and the letters they reach for, you have accomplished a lot. Use especially quick strokes on i and d in this story. Rest between strokes.

(15 rate)

ADDITION

Dannie and I did not finish our addition lesson until the third period. In this lesson, addition of fractions is difficult for us. It is difficult to add right if you do not dig in and study hard. I intend to listen and study until I get good grades in addition. Dad said I could do it if I tried hard enough.

This would be a good story to write steadily for 5 minutes without stopping or missing a beat. Your teacher will move the rate up to 20 on this story if you are working well. Get the title as near the center of the page as you can, leave two lines below it, then indent.

(20 rate)

THE TIDE

Ned and Dan sat on the sand. The sun shone on the sand. It is hot on the sand. Donnie did not sit on the sand. He used a stone instead. He is not used to the sea. Donnie had hidden his hat in the sand and his shoes too. He had done this at noon. He did not note the tide. Ned shouted to Donnie. He said that the sea had soused the hat and the shoes. It does not do to hide hats and shoes in the sand.

Don't let slow strokes, or looking away from your book, hinder you from becoming a good typist. Spin the knob when you put in your paper. Use the release to take out the paper. Practice two lines of letter combinations, page 244, at the beginning of each period.

How many spaces are there between sentences? Continue on the same line when you start this sentence over.

(15-20 rate)

RHYTHM LINE

Utah is the one state in the United States that he said he had not seen.

Three little words that are apt to play tricks on careless people are: **eat**, **ate**, and **eaten**. Keep **eaten** in its proper place by giving it a helper every time. **Ate** refers to past time and is always used alone. Watch their use. Can you finish about four lines in 4 minutes?

(15 rate)

WORDS TO WATCH

(eat, ate, eaten)

Last Saturday Harry and Arthur spent the day at South Playfield. They hurried so fast to get started that they forgot to eat lunch. After playing tennis for three hours they felt so hungry they thought they could eat anything. They each spent ten cents for peanuts and popcorn. As they ate they strolled past the elephant house. Arthur fed part of his peanuts to the elephant. Peanuts are soon eaten if an elephant has a share.

List the names of your teachers and the subjects you are taking, and learn to spell and type them as soon as you have had all the letters you need. Each one has a capital letter, of course, and **Miss** has no period after it.

* * * * *
*
* TIMOTHY TYPIST SAYS *
* If you shift in waltz time, your capitals won't be up in the air. *
* * * * *

CHECK LIST NUMBER ONE (A)

Unit 1
Week 1

A habit is your usual way of doing something. Doing things the right way will help you develop useful habits. To become a good typist, you must fix right habits of work so thoroughly that they will never be lost.

GOOD TYPING HABITS

RHYTHM

1. Keep steady, even rhythm from dictation.
2. Use fast, light strokes.
3. Always rest fingers on home keys between strokes.
4. Shift evenly in three counts.
5. Let each key go at once.

POSITION

6. Keep fingers curved on home keys.
7. Sit up straight in an easy position, a little to the right of the center of the machine.

WORKING EFFICIENTLY

8. Do not look away from book.
9. Return carriage without looking up or moving hand not in use.
10. Read carefully without allowing thoughts to wander.

CO-OPERATION

11. Start and stop with class.
12. Keep room orderly.
13. Follow directions.
14. Keep hands off machine while teacher is talking.
15. Settle down to work quietly.

CARE OF TYPEWRITER

16. Never touch anyone else's machine.
17. Never tap without paper in the machine.
18. Center carriage and cover typewriter when leaving it.
19. Separate type bars gently if two happen to stick.
20. Never "play" with any part of the machine.

Goal

You can count yourself very successful so far if you always use these good typing habits in your writing. The perfect score is 20.

Ways of Using List

1. The class can read through the list on Monday and decide to use these good habits the entire period every day.
2. The four most-needed habits can be listed on the board each day for special attention.
3. Your teacher, since she watches the hands of the entire class constantly from the side, can report orally, or on the board, which habits have been mastered by the entire class and which need special attention.

Follow-Up Work

1. Train yourself to be a responsible person.
2. Help others near you to understand the importance of getting off to a good start.
3. Set yourself a personal goal each day.

RHYTHM LINE

It is harder to do the things that are right than to learn the things that are right to do.

This is a good heading to use this week and next. Begin it at 45 on the scale (unless your name is extremely long). Learn to spell your name and **Typing** correctly, and don't forget the capitals. You should finish the first four lines of this story in 4 minutes and the rest in 3 minutes.

Your Name
Typing

TYPING

All the children in our school are learning touch typing. It is a great deal of fun. Our fingers learn to hit the right letters. Typing class for our grade is second period. Other typing classes are first, third, fourth, and fifth periods. As soon as each one learns to use his fingers correctly, our teachers can let us type our English lessons and later our Geography and Literature. Typing is as useful as anything I can learn and lots of fun.

Have A's and S's fingers stroke very quickly in this story, without losing their places. Lock the shift for the name of the boat. You should be able to lock and unlock it with your little finger, without looking at your hands. You'll finish the story in 5 minutes if you tap on every beat.

(15 rate)

THE SAUCY SALLY

Stanley Stacy has a sailing sloop that he calls the SAUCY SALLY. He sails it all day Saturday and Sunday afternoons on the south side of the Sound. It has tall and slender spruce spars. It also has sails fashioned for speed. Stiff gusts of air send the SAUCY SALLY scudding across the Sound.

Here are more useful words. Can you pronounce, spell, and use correctly all 49 you have had so far? Type them every day and at home on the table.

(15 rate)

SPELLING DEMONS

color lose Tuesday they truly friend often easy loose any
country ready forty

At the beginning of each period write from dictation: **u-p-u-y, h-g-h-f, n-r**, etc. Wouldn't you have enjoyed that airplane trip? Better practice some words before and after you write the story. Write smoothly and easily, without any worry.

(15 rate)

AIRPLANES

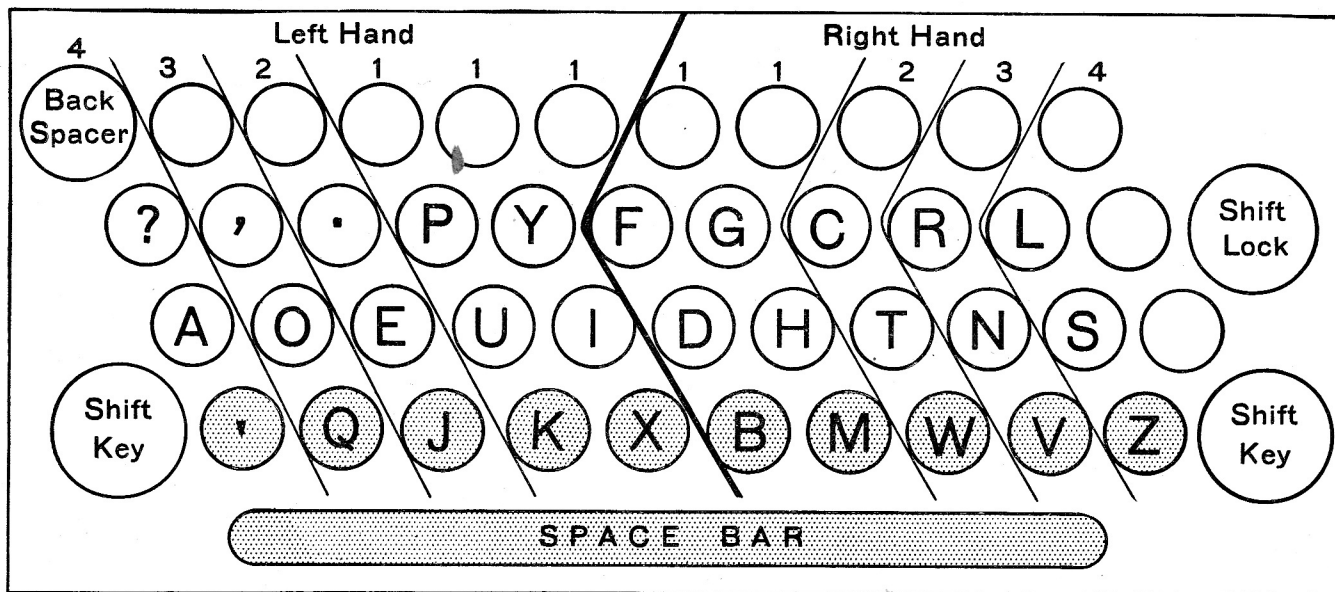
Suppose one goes on a trip in a hurry. Should one go in a train or a car, or in an airplane? The airplane, of course. It goes a lot faster. Ralph and Donald told the class of a ride to Chicago they had in an airplane. They left Seattle at eight and got to Chicago in only fourteen hours. Ralph said that he had had no such thrill on any other trip. One thing especially pleased Donald. They had lunch and dinner in the airplane. Passengers use airplanes today if they desire speed.

Take a lot of pride in being ready to write when the rest of the class is ready. You never rattle your machine, of course, when your teacher is talking.

It is very important to keep with the dictation. Your teacher will know how many lines you should finish in the time she gives you.

On pages 244 and 245 you will find the most used two-letter and three-letter combinations. At the beginning of every period, warm up on these drills, either from the board or from your book.

CHART IV A



You are getting along so well that you now are ready to teach your eight fingers the letters on the bottom row. The finger tips in the hand you're using curl under as you tap a key quickly and come right back. Keep your rhythm as even as it has been all along. Plan each stroke while resting on the home row.

Whose finger taps j? Decide to use E's finger; don't change your mind in mid-air. Whose shift key do you use for J?

(15 rate)

John has to join Joe at the seaside. Jane is to join John and Joe in June just as soon as Jessie is not needed in Indiana. Janet has a tan auto and Jessie joins in its joint use.

T's finger strokes w quickly and comes right back. Don't look up or hesitate while you write these sentences. Whose shift key do you use for W?

(15 rate)

The West was white with snow when we went downtown with Dad to see a show. We wanted to wait to see two shows. One was a new show and had news in it. We saw two shows and the news.

At the beginning of each class period, do you settle down to work quietly, and warm up systematically? Use your very best strokes **all the time**. Review your upper-row letters by having each finger strike its home key, then its upper-row key. Rest as long as possible on the home row. Practice the Spelling Demons frequently.

Curl A's and O's fingers under, as well as E's when you tap j. If E's finger has trouble getting j, move your chair a little to the right. Practice some words, such as the boys' names and **weather**, **rejoicing**, and **which**, before you type the following story. If you trust your fingers, you can watch your book all the time.

(15 rate)

JOINT OWNERSHIP

Johnny and Wesley will tell you that owning a car jointly is a worry as well as a joy. First they tried to adjust the price to fit in with what they had. Then the judge fined Johnny two dollars for speeding. They rejoiced, though, that they were not sent to jail. Soon after that Wesley, Johnny, Jerry, and Jeff went on a jaunt as far as New Jersey. This trip which they awaited with great joy was a jolly one. The weather was nice and no tires went down. There was great rejoicing when the car was all paid for.

Be sure you are not missing any beats. It is better to make a mistake than to hesitate or look. Notice words that trouble you and practice them evenly and thoughtfully. Help your fingers learn their letters by tapping on the table at home: **t-c-t-w**, **e--e-j**, **h-g-h-f**, **u-p-u-y**, etc.

Don't let your fingers get mixed up on t and h in the following story.

(15-20 rate)

CROSSING STREETS

Helen and Harry halted as they started to cross Harding Street to let three huge auto trailers pass. The autos dashed along at a high rate. Their Aunt Hattie had told Helen and Harry that it is hardly safe to cross this street through the traffic. They stood at the side until the autos had passed. Children often get hurt if they hurry to cross city streets.

If you think you have used the wrong finger and struck a wrong letter, don't worry or stop. Whose finger taps **m**? Curl under the little fingers on that hand, too. Whose shift key is used for **M**?

I am ashamed to admit that the ten minutes made Matt and Tom miss the team. It has seemed to me that Tom must mind that his name is not on the team. At home Mamma said Matt does not mind this time as he is to meet them in Montana.

Check on your position (**n** is about the center of the body) before you teach **U**'s finger to tap **k**. Curl the little fingers under comfortably.

Kit is keen on kites and kodaks. He took his kite and his kodak on a hike to Kent. He tied his kite to a stake and hooked his kodak to an oak. Kit did not see his kite set out to the skies.

This is the first of many exciting adventures. Don't copy *To be continued*. Don't neglect your word drill. Keep up the rhythm even when your teacher isn't dictating. You should finish at least four lines in 4 minutes.

(15 rate)

A CAMPING TRIP

Mack, King, and Mickey decided to hike from their home to a camp on Monkey Creek. They asked Mother to pack some lunch for them. Milk, doughnuts, and cake make a good snack on the trail. After they reached the creek they made a camp. They cooked a small steak and half of a chicken for their dinner. They did not make the mistake of eating mushrooms, as some kinds make one sick. At dusk, as soon as they had completed their camp among the trees, they lay on a mattress of dry grass to sleep.

(*To be continued*)

Review the Spelling Demons on page 329 before you write this story. Keep dictating evenly on all words, especially on those that are hard to spell. Be sure O's finger remembers its name. Don't let it get mixed up with A's and E's fingers.

(15-20 rate)

GREEDY TED

The doctor is calling at our house tonight. All of us had apple pie for dessert. Teddy ate a second piece, then a third. One piece of pie is a good dessert. Three pieces can cause an ache that is as painful as a hoarse cough. Father called the doctor, and Teddy cannot run or play around again tonight. Do you suppose that he is apt to eat so greedily again? Play and eat carefully, and the doctor need not call.

A good drill to use is: t-c-t-w, e-.e-j, and so on for all eight fingers. Make up your own statements about: T reaches up for c and down for w; O's finger reaches up for , and down for q; N's finger reaches up for r and down for v. Be sure you don't start for a key until it's time to tap; but be ready.

(15 rate)

Ned is quiet as he sees the test questions. He quits as soon as the sun is quite hot. Ida is not quiet and she does not quit the test. Anne has a question. Don has no questions.

Have O's and N's fingers tap their bottom-row letters confidently without any help from your eyes. Whose shift key is used on V? Return from every key to the home key at once.

(15 rate)

Eva and Van have invited Dave to visit in Nevada. I do not have to advise Dave to avoid the visit. Eva and Van have even invited Dave to visit Dot at seven.

Are you putting the heading on your paper neatly? Use your good strokes when writing it. Type this story from dictation first. Be sure to get back to the home row in time to rest and plan your next stroke.

(15 rate)

Jack Lucas
Typing

Lyons Junior High School
Wednesday

A QUEER VISIT

Nan and Sandy have gone to visit a quaint house in a quiet valley. They cannot avoid driving their heavy van over the queer roads hidden in the quiet forest quite near this house. Several drivers requested that they leave everything of value in the van. Very heavy doors are required to give safety to everything you have.

A good drill to use on the table at home and several times a period in class this week is: e-j, t-w, o-q, n-v, u-k, h-m, etc. Get back to your home keys **right away**. Here is another installment of the camping trip.

(15 rate)

A CAMPING TRIP

Just at dawn, the air from the snowy mountains awakened Mack, King, and Mickey. Mack jumped up and put on a mackinaw jacket. King wisely decided to wear his new jersey jumper. Mickey asked weakly whether someone would kindly ring for the janitor and tell him three campers wanted to wash or swim in warm water immediately. All saw the joke. They joined in making a fire, which was just what they needed.

(To be continued)

Make yourself a copy of one line of difficult words from this story and practice them steadily and thoughtfully.

Dictate these words carefully while your fingers are learning them as whole words. Take pride in spelling them correctly in all your writing. When you start over, do not throw the carriage after week.

(15 rate)

SPELLING DEMONS

early could hoarse half says laid which grammar write many
writing wrote meant some always coming where women seems
among two whole minute much week

If you keep your reading and dictating even and steady, your writing will be good. Looking up from your book wastes time and disturbs your typing.

(20 rate)

NOISY PLAY

Richard and Dan raced here and there through the house.
Their feet raised a clatter that could be heard up the stairs.
Their little sister had slept soundly since noon. She could
hear the noise and cried out loud. Richard and Dan then had
to play in separate places. Their sister could not go to
sleep again for an hour.

We **teach** others; we **learn** from them. Don't miss **any** beats.

(15 rate)

WORDS TO WATCH

(teach, learn)

Did you ever try to teach a dog tricks? A dog learns
easily, if you use patience in teaching him. One of the
easiest tricks to teach a dog is how to play dead. After you
teach him to do that, he can learn to walk on his hind legs.
Many dogs learn to jump through hoops and go up a ladder.

The little fingers are not weak, but they are hard to direct. Move your chair to the right if A's finger strikes the shift key instead of the apostrophe when you curl it under. Dictate the following sentences evenly.

(15 rate)

Nona doesn't need Ned's tan hat. She's to use Ione's sash.
It's tan too. Ned isn't to see that Nona hasn't a hat. He
didn't see Ione's sash on Nona. And he hasn't Ione's hat.

If you send S's finger down to tap z without hesitating, your rhythm is very good indeed. You can plan each stroke carefully and still be ready to tap when it is time to strike the right key.

Zed had a dozen adzes in ten sizes in his house at the zoo.
As Zed dozed one noon, Ed and Dan seized the adzes and hid in
the zoo. Then the dozing Zed had no adzes in his house.

You'll need to do especially careful dictating on this story. Plan each stroke while you are resting on the eight home keys. Don't miss a beat.

(15 rate)

SEASONS

Don't let it daze you to see the year's seasons pass.
Zeal for Spring's hazy days doesn't last. August's sizzling
lazy days seize one's fancy. Grazing lands and corn zones
can't help freezing as Fall's cold days zigzag past. Soon
cold, zero nights call for a log fire's zest. Dazed, I now
realize the year is o'er.

Are you still thinking about your letters at home and practicing on the table? Be sure to continue to use all the good habits in the check list on page 333.

Don't neglect to practice the two-letter and three-letter combinations on pages 244 and 245.

If you did not do it all, tell us the ones you did not do.

You'll like to write poems. The lines in this one are so short you'll want to move your left margin. There are two lines below the title the same as in stories. Include the author's name, but you may omit the name of the school.

THE END OF DAY

The light is fading fast,
The sun is gone.
The day flies swiftly past,
And night is on.

(18 words)

--Donna Lund
(Stewart School, Tacoma)

Rang is used alone, and **rung** is used with helping words such as **was** or **had**. Don't neglect to dictate letters and spaces, even though you are improving rapidly in ability to type. Your teacher will drill you from the board many times during the period on words you need.

(15 rate ; 5 min.)

WORDS TO WATCH

(ring, rang, rung)

Has the fire alarm rung? No, it has not rung today. We can hear it over all other noises. It rings for fire drills when we least think it will. Last week the alarm rang twice. The second time it rang, we thought there was a real fire. When it rang we walked outside quickly and quietly. We found that the fire inspectors had rung the alarm for a fire drill.

Concentration and **Self-control** are big words, but they mean a lot to successful typists. **Concentration** means the ability to keep your mind on what you're doing, to plan each letter, and space one after another. **Self-control** means the ability to take charge of your fingers, teach them their letters, and make them do what you want them to do.

Habits are **not** facts that you learn and then store away in a safe place until examination time. They are “your ways of doing things.” The way to build **good** habits is to use them constantly.

GOOD TYPING HABITS

(See page 333)

LETTER LOCATIONS

21. Use correct finger on all the letters in Chart III A, page 327, without looking.

HANDLING TYPEWRITER

22. Use right thumb on space bar.
23. Get all capitals on the line.
24. Lock and unlock shift with little finger.
25. Use paper release to remove paper.
26. Spin right-hand knob to insert paper.
27. Return carriage with left hand only.

ARRANGEMENT

28. Always write title in caps.
29. Leave two lines below title
30. Type heading neatly.
31. Allow some white space at top of paper.

PUNCTUATION

32. Space **once** after comma.
33. Space **twice** between sentences.

SPELLING

34. Type correctly from dictation 10 spelling demons from the list, page 329.

GOOD ENGLISH

35. Use words in Words to Watch paragraphs correctly.

Goal

The perfect score is 35. Is the class average more than 25?

Ways of Using List

1. Decide which (if any) of the items on Check List Number One (A) need continued emphasis to become customary ways of doing things.
2. Study this new list carefully on Monday and make your plans for the whole week. Some of these habits are already part of your own personal working equipment.
3. As your teacher watches you write, she can report on how you are getting along on each habit.

Follow-Up Work

1. The habits that you hadn't heard of before — read carefully.
2. On the habits that call for a certain finger, thumb, or hand — start out using the correct ones and never allow yourself to slip up.
3. On the habits that call for remembering spaces, capitals, spelling, etc. — be self-reliant.
4. Practice #21 and #33 on the table at home, going through the actual correct motions (including #22, #27, etc.).

Aren't you proud you can do so much writing this soon? Don't put off learning the correct finger for all the letters. While **H's** finger is learning how far to jump for **b**, don't help it with your eyes. Whose shift key is used for **B**?

(15 rate)

Bennie has the best boat on Boston Sound. He uses it in his bass and bait business. Bennie has his bed on the boat too. A bed on a bass boat is not a bit bad, Bennie has boasted.

As soon as you teach **U's** finger to tap **x** you have learned all your letters by touch. Check your position at the machine if you have trouble with **x**.

Ned had six Texas oxen in a shed. He had a taxi next to the shed and an ax in the taxi. Texas is a state in the South. Ned has seen sixteen states. Texas is the sixteenth.

In the next story, lock the shift for the name of Bennie's boat. Don't hesitate, or poke, or look for **b** and **x** even if you don't always strike them right. Several of these words will probably need drill after you write the story.

(15 rate ; 5 min.)

BENNIE AND HIS BOAT

Bennie calls his boat the BLUE OX. It is built for sails and has places for six oars. He paid exactly sixty dollars for it. Bennie and both his brothers expect to be in Baxter Bay for six extra days of fishing. Their expenses had then exceeded their sales by sixteen dollars. The boys excel in boating, but none of them excel in fishing.

Warming up at the beginning of the period is very important. The home-row drill **a-s-o-n-e-t-u-h-i-d** will limber up your fingers nicely, especially if you get away from the keys at once. The single-line rhythm sentences might be used right after the letter drills, **n-r-n-v**, etc., and the alphabet. Review the Spelling Demons often.

It will **never** do to make a mistake in writing your heading. These may be good words to practice from dictation before writing this story: **recipe, chocolate, carefully, enough, practice.** Keep your rhythm even.

(20 rate ; 5 min.)

CHOCOLATE CANDY

Esther is going straight to the store to get a pound of sugar. Aunt Grace often lets her try a recipe for chocolate candy. Once Esther tried to guess instead of using a recipe. She could not do it right. She stirred and stirred until her hands ached. Aunt Grace said that perhaps she did not use enough sugar. So Esther finally had to read her recipe. Guessing is a dear practice. You are really sure to succeed if you read the recipe carefully. The candy is sure to taste good if you do as the directions say.

In the following story, notice the use of **take, took, and taken.** Don't let O's and E's fingers get mixed up. Watch your book, and rest on the home row.

(15 rate)

WORDS TO WATCH (take, took, taken)

Last summer our scout troop took a hike into the mountains. We had taken a week to plan the trip. We took tents, plenty of bedding, and lots of food. We had taken two short trips, and thought we knew just what we should take with us. Boys eat lots of food on a camping trip. So we took a whole case of pork and beans. We should have taken more pancake flour. It took only three days to use up all we had. Another time we shall take more flour, and not so much pork and beans.

Here are the last of 100 words that all good typists can spell and use correctly. Notice carefully the order of the letters, and plan each stroke as you rest your fingers on the eight home keys. Review them often. Each day pick out three or four to practice on the table at home.

(15 rate)

SPELLING DEMONS

don't busy been can't business every would know making very
blue whether break won't Wednesday knew believe buy beginning
just having February trouble built answer wear

These words may need some extra practice: **country, friend, color, forty.** You should be able to finish this story in 3 minutes if you don't miss any beats.

(20 rate)

THE COLORED CHART

Louis has a chart in color up in his den. He and his friend Paul can find any country on earth on it. It is easy for Louis to list forty countries that he has read of or studied in Geography. They often say that they are ready to go to any of these places if they can find the fare.

It's always means it is. Its means **belonging to it.** Be sure you remember to release your shift lock.

(15-20 rate ; 3 min.)

WORDS TO WATCH

(its, it's)

It's glorious in the morning to see the mountain raise its snowy head sharply against the blue sky. Do you know how the mountain got its name? It's an old Indian legend that I heard last summer. KULSHAN means SHARP ROCK in the Indian language.

Aren't you thrilled that you can use all your letter keys by touch in all kinds of writing? Don't ever neglect to use your very best strokes and rhythm.

RHYTHM LINE

Never buy what you do not want just because it is cheap.

--Thomas Jefferson

You can easily finish this story in 5 minutes if you notice the spelling of these words and dictate evenly: library, women, Wednesday, trouble.

(15 rate ; 5 min.)

THE LIBRARY

Winifred and Mabel always go to the library at least once every week. They often spend the whole afternoon there among the books. Last Wednesday they read all they could about famous American women. They have no trouble finding what they want, for they know where most of the books are.

A story as exciting as this deserves to be written well. Don't look up at all, or stop, even if you strike a wrong key.

(15-20 rate)

A CAMPING TRIP

A few minutes after seven Mack, King, and Mickey knew that not even the fire would keep them warm. A dark squall was coming up. They packed their equipment very quickly. Just then came an answer to their unspoken prayers. Quite slowly down the mountain trail jogged a mule team drawing a very old covered wagon. The driver in a quiet voice asked whether they wanted to have a ride.

(To be continued)

Use O's finger on o every time you see an o. Your rate on these single sentences can be considerably higher than on stories, but it should be especially even.

(15-20 rate)

RHYTHM LINE

The cotton bolls pop open as soon as the cotton is ripe.

You won't be able to write 20 if you poke, look, or hesitate on f or b or y, or any other letter. Flew never has a helping word.

(20 rate)

WORDS TO WATCH

(fly, flew, flown)

The robin flew back to its nest. It had flown from tree to tree all morning. This was an important day. The young robins were learning to fly.

The exclamation mark is really made up of an apostrophe and period, both in the same space. The short way to make it is to hold down the space bar with your right thumb while you hit the period and then the apostrophe. Remember the two spaces between sentences.

You have learned to leave two lines below the title when your machine is set for single spacing. Do this also between paragraphs. The order of the habits is: return the carriage, hit the lever again, and then indent.

(15 rate)

THE RANGER

Please let me look through the telescope again. I didn't see the ranger station on Pinnacle Peak. Do I have the telescope pointed the right way now? There, I see it! How tiny it looks! The ranger looks out every day over the mountains and valleys for the least sign of smoke. Smoke means that a forest fire is just starting. He then telephones to the fire fighting crews. Away they go, by roads and trails, to fight the fire!

I wish I were a forest ranger and could live on the top of a high mountain. How exciting such a life must be!

It's fun to write poems. Leave two lines below the title, as usual, and single space between the lines of the poem. Change your left margin to 25. Don't forget to move it back to 10 when you finish.

(2 min.)

SMILES

A smile is quite a funny thing,
It wrinkles up your face,
But when it's gone, you never find
Its secret hiding place.

(34 words)

--Erika Ann Schuffenhauer
(Tenino Union High School)

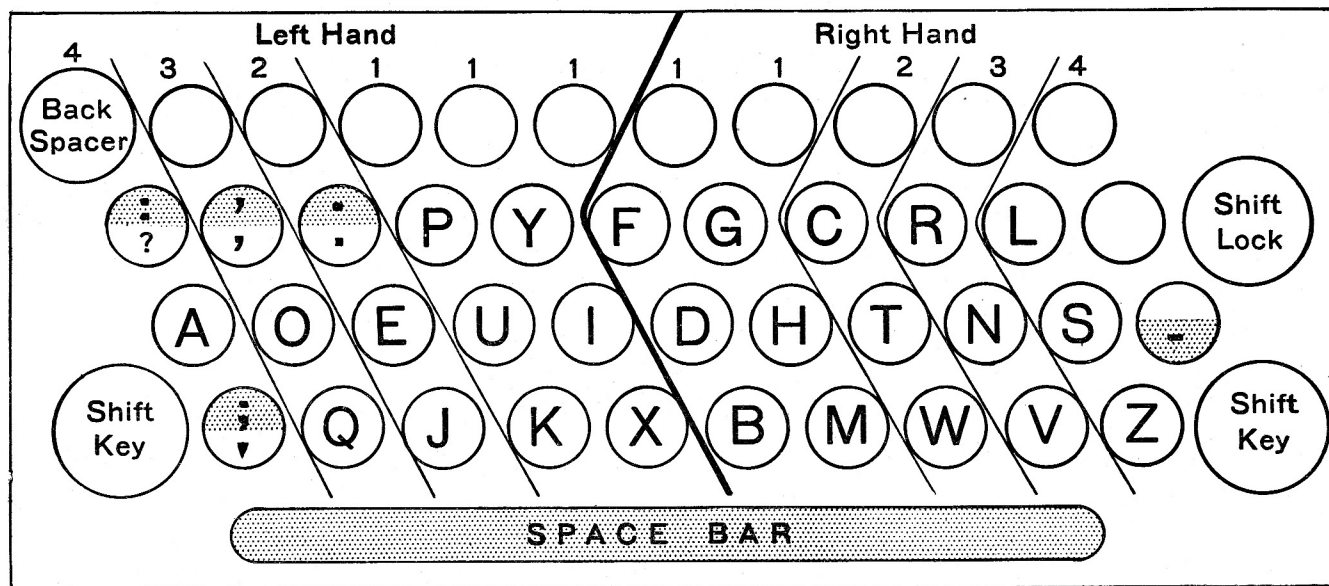
Here is a contest that was a lot of fun at a class party. Don't let anything happen to your rhythm. Be sure O's finger rests in its home position between the o's in **balloon**. Also, be sure to get back to your home keys between the g's in **biggest**, the p's in **popping**, the l's in **balloon**, and the l's in **small**.

(20 rate)

BALLOON CONTEST

There were enough small penny balloons to provide one for each guest. After distributing the balloons it was announced that a prize would be given to the one who could blow up the biggest balloon without tearing or bursting it. Of course, nearly all the balloons burst, especially when the competition got keen. The contest resulted in every balloon popping except one. The winner was allowed to keep his balloon for his prize.

CHART V A



You'll want to know which fingers to use for the punctuation marks. Try a period and a comma with the shift locked. You've learned to curl A's finger under for the apostrophe ('). By tapping the same key with the shift key down, you get the semicolon (;). Learn the name of this punctuation mark and stroke it quickly, giving the shift key a count. There is **one** space after it.

(15-20 rate)

THE WEEK

Some names for the days of the week come to us from the old Norse language. Sunday meant the day of the sun; Monday, the day of the moon; Tuesday, the day of the god Tiw; Wednesday, the day of the god Woden; Thursday, the day of Thor, or thunder; Friday, the day of the goddess Freya; and Saturday, the day of Saturn.

The colon (:) often warns you there is a list coming. Hold down S's shift key while you send A's finger up to the top row for the colon. Space **twice** after it. You have noticed the hyphen (-). S's finger hurries right back home.

(15-20 rate)

We elected the following officers: President, James Glenn; Vice-President, Bob Moore; Secretary, Ethel Carr; and Athletic Manager, Philip Jones.

Members of the Council are: Marie Miller and Ernest Neff.

The alphabet is a good warming-up drill to use two or three times at the beginning of the period, if you take extra care to stay even and not start for a key too soon.

(15-20 rate)

RHYTHM LINE

It is a good thing to have a reason for everything you do.

Move your left margin and don't forget to set it back to 10 after you have finished the poem. Form the habit of including the author's name.

(3 min.)

YOUR GARDEN

I enter your garden
With step soft and low,
And gaze about me
With soul aglow
At the beauty of blossoms,
The wonder of growth
Of the tiny seeds
Which have given birth
To the wonderful beauty
Abounding there,
To which you have given
Such loving care.

(50 words)

--Ruth Richmond Platz

Be sure to pronounce **loose** correctly. Drill on three or four words after you practice this story. Whose finger taps the question mark? Do you reach up or down for the apostrophe?

(20 rate)

THE BARN

Won't you come over to the barn with me for a minute, and help turn the cows loose? I meant to do it very early this morning, but we were having so much fun that I forgot it. I knew that you would help me. Cows don't like to stand all day in the barn.

Who's means **who is** ; **whose** means **belonging to whom**. Don't confuse the apostrophe. Practice this story until you can finish it in 2 minutes.

WORDS TO WATCH

(who's, whose)

Whose dog is that? From whom did you get him? I don't think we can keep him. Who will take care of him? Who's going to feed him and find him a bed? Find out whose dog he is, and take him home.

One of the three uses of the hyphen is in words made up of two or more simple words. You'll want to put a few of these compound words in sentences on the board for class practice, and all of them in sentences later. All these words keep their hyphens even when they're not at the end of a line.

(15 rate)

COMPOUND WORDS WITH THE HYPHEN

well-to-do man, cross-country race, up-to-date fashion, ten-year-old boy, long-distance telephone, one-way road, nine-foot pole, worn-out dress, blue-eyed baby, well-known writer, middle-aged woman, good-humored people, after-dinner speech, silver-haired lady, brand-new shoes, un-American, seventy-five, self-control, ex-president, thirty-one, daughter-in-law, well-earned rest.

Learn which shift key to use for each letter so that you won't have to hesitate or change your mind while your fingers are in mid-air. Hold down the shift key so that no capitals get up in the air.

(15 rate)

JUNIOR ORCHESTRA

The Junior Orchestra consists of the following people:
George Belmont, James Braman, Dan Bronow, Betty Jean Carlson,
Barbara Coon, Ben Davis, Paul Davis, Helen Fisher, Jack Hite,
Louise Keyes, Jack Miller, Jim Murphy, Glen Murray, Pauline
Nash, Victor Pearson, Bob Poe, Bob Rudell, and Bill Seeger.

RHYTHM LINE

A job looks only half as big when there are two to share it.

Try to remember that let carries the idea of asking or granting permission.

(20 rate)

WORDS TO WATCH

(let, leave)

I can let you come in if you will take off your skates.

Mother never lets us come in with our skates on. You may leave them right there on the porch.

Lock the shift whenever you write the title of a book, even when it comes in the middle of a sentence. Spell the words in this book report correctly, and keep your eyes on your book. Use the style of heading on your papers that your teachers prefer.

(20 rate; 5 min.)

Your Name
Literature

The Name of Your School
Your Teacher's Name

THE CALL OF THE WILD

Do you like dog stories? Then you should be sure to read Jack London's famous book, THE CALL OF THE WILD. It is packed full of adventure, excitement, and a little sadness, too. The story is based on the life of Buck, who spent the first part of his life happily on Judge Miller's farm in California. One of the gardeners who worked for Judge Miller hated Buck. He had him stolen and sold to a man who was starting off for the Klondike to hunt for gold. Most of the book is about Buck's adventures in Alaska.

* * * * *
* TIMOTHY TYPIST SAYS *
* Children who play with their typewriters should *
* receive one rattle and two tops for Christmas. *
* * * * *

Forming useful habits is something you can't put off until the mid-term or the last week of school. Only constant use of the correct ways of doing things will insure progress.

GOOD TYPING HABITS

(See pages 333 and 344)

RHYTHM

36. Do not hesitate on upper- or lower-row letters.
37. Rest between strokes on double letters.

WORKING EFFICIENTLY

38. Dictate evenly.
39. Warm up on the letter combinations, page 244, without being reminded.
40. Read the directions before beginning each exercise.
41. Do not worry about a mistake, or stop.

ARRANGEMENT

42. Double space between paragraphs.
43. Indent paragraphs correctly.
44. Change left margin for poems.

LETTER LOCATIONS

45. Use correct finger on all letters in Chart IV A, page 336, without looking.

PUNCTUATION

46. Space **once** after semicolon.
47. Space **once** after the period following abbreviations.

SPELLING

48. Spell correctly your name and the name of your school.
49. Type correctly from dictation 10 Demons from the list, page 341.

GOOD ENGLISH

50. Use the apostrophe in words which have a letter left out.

Goal

The total perfect score is 50.

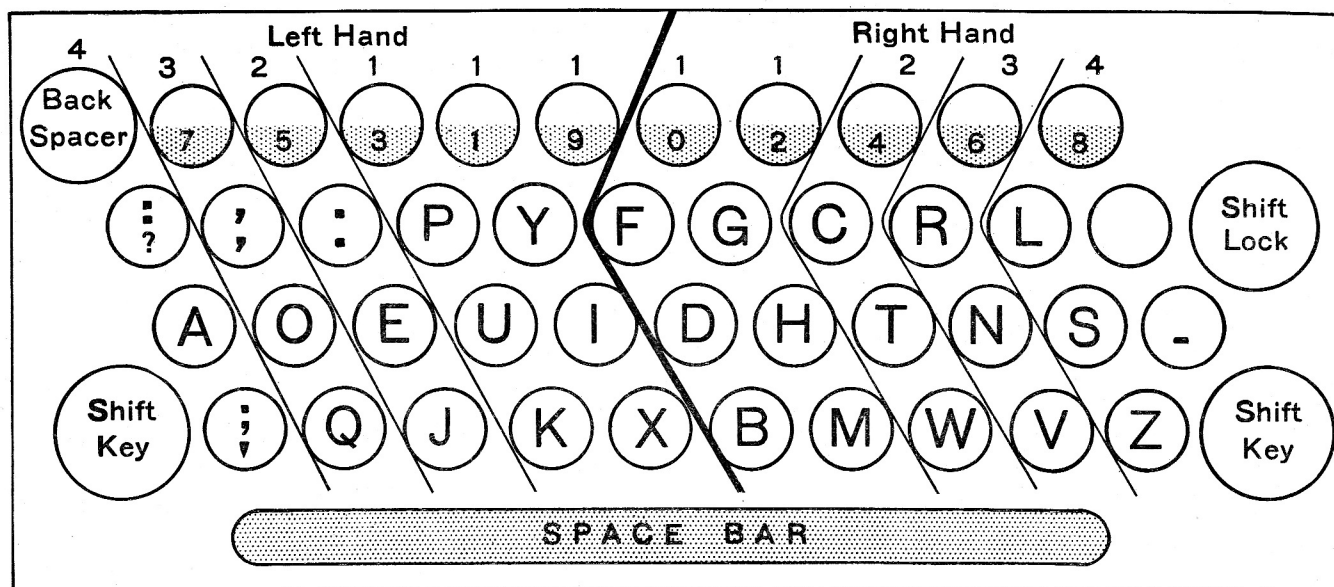
Ways of Using List

1. If any of the first 35 habits have not been perfectly mastered, they should be listed on the board, perhaps with the number of students who are spoiling the class record and their own chance for success.
2. The class could be reseated according to the reliability with respect to good habits. The best workers should sit toward the back of the room, in a row **across** the room, with the rest of the class arranged toward the front, according to their accomplishments.

Follow-Up Work

1. For the habits that call for self-control — stiffen your “backbone.”
2. Numbers 43, 46, 47, and 48 should be practiced every night at home on the table, using the actual correct motions.
3. Numbers 31, 32, 44, and 45 should be memorized and **used**.

CHART VIA



If you use quick strokes with the correct finger, and rest between strokes in the home position, you may guide the tapping of numbers with your eyes. Be sure your fingers get back to their home keys **immediately**. Your teacher will dictate: t-4, h-2, e-5, u-3, etc. Move your chair to the right if necessary. Study the charts carefully, to find which finger strikes each numeral key. Practice today's date from the board and put it in your heading hereafter. Don't abbreviate. Set the second tabular key at 45 for the heading.

(20 rate)

Your Name
7B Typing
Today's Date

THE STORY OF A BAD BOY

Those who like stories full of action, surprises, and thrills should read THE STORY OF A BAD BOY, by Thomas Bailey Aldrich. A boy ten years old was taken from his parents to live for two years with his aged grandfather. You will laugh aloud when you read about his adventures on the Fourth of July, and how he fired off the old cannon in the park. Then you will almost cry when you read how his chum, Benny Wallace, got adrift in a rowboat, and was drowned in the angry floodwaters. Many other thrills are packed in this book that has been a favorite among boys for many years.

These 50 little words make up about half of all your writing. Drill on them smoothly and evenly at least once every day until your fingers know them as whole words (not letter by letter) and you never make a mistake on them.

(20-25 rate)

COMMON WORDS

the and of to I in a that you for it was is will as have
not with be your at we on he by but my this his which dear
from are all me so one if they had has very were been would
she or there her an

In the date, remember to leave a space between the comma after the day of the month, and the year. Don't neglect to drill on words you need before and after you write a story.

Use two hyphens to make the dash. There is no space before or after it.

(2 min.)

SPARKS

Sparks--
Upward flying
Some are dying
Before the moon.

Sparks--
Red and gleaming
Like candles beaming
Against the sky.

(24 words)

--Betty Keilholtz
(Roosevelt High School, Seattle)

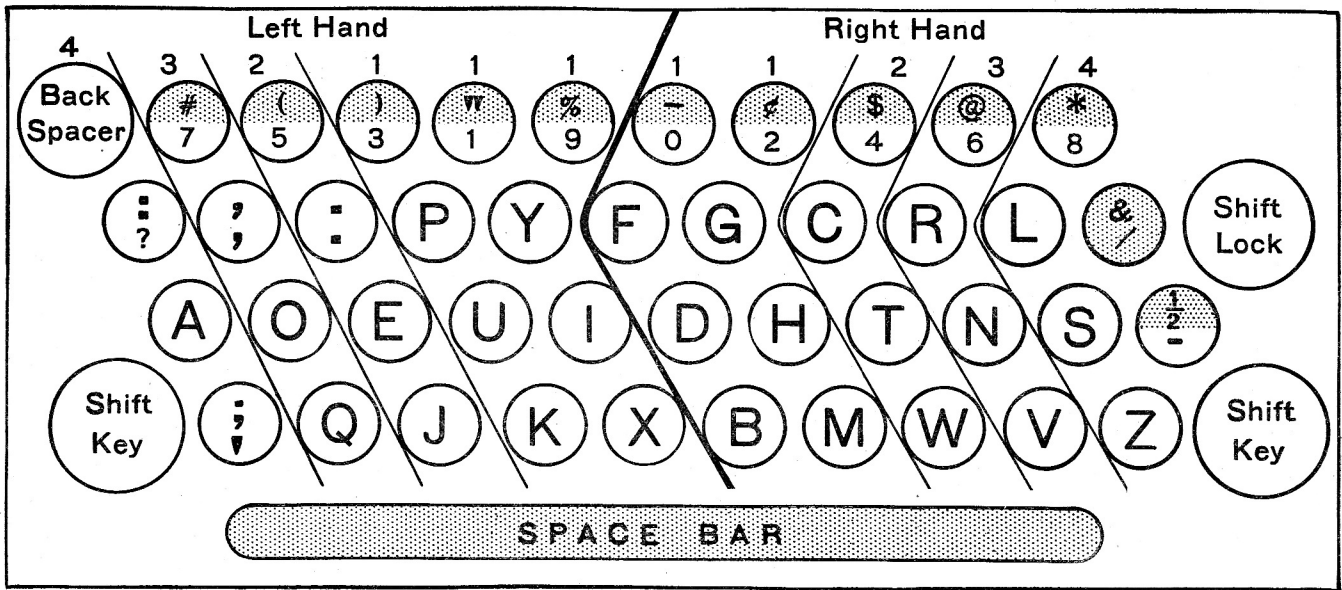
(20-25 rate)

DEDICATION¹

I dedicate this book to my mother and to all the mothers in the world, for it is they who are the real nurses of the world. As small and unimportant as this book is, it is my way of showing the love and respect I have not only for my mother but for all other mothers, and the great work they do.

¹ This Dedication was written by a junior high school girl who hoped to become a nurse.

CHART VII A



You know which finger to use on every key now, and you should be very proud of your progress. You **never** look at your letters, and even when you are using the very top row you get back so fast that you rest on the home row between strokes. Practice the numbers, the quotation marks ("), the parentheses, and the underscore from dictation.

(20 rate)

SELLING MAGAZINES

David has been having a busy time in his business. Since February he has lost some of his magazine customers. He says that many people move around, and half of them do not leave forwarding addresses. He can't afford to have his business drop off. So he has been asking every friend to buy from him. David has even ridden out into the country on his bicycle to sell some of his magazines. It is not easy to keep up a magazine route. If he succeeds, David does not mind if he gets tired.

Did your little finger come back to its home key right after tapping the hyphen? Did you keep your rhythm absolutely smooth on the double letters in **addresses**? Did you spell **February**, **business**, **bicycle**, **friend**, and **magazine** correctly?

Turn to page 41 in the front of the book.

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